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THE COUNSELOR ASSISTANT PROJECT. A ONE-YEAR REPORT.

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ROCHESTER UNIV., N.Y., COLL. OF EDUCATION

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TO STUDY THE FEASIBILITY OF USING COUNSELOR-ASSISTANTS (CA) IN SECONDARY SCHOOLS, THIS PROJECT, EVOLVING FROM THE DEVELOPMENTAL COUNSELING PROJECT, WAS SPONSORED BY THE BUREAU OF GUIDANCE, NEW YORK STATE EDUCATION DEPARTMENT WITH NATIONAL DEFENSE EDUCATION ACT TITLE V-A FUNDS, IN COOPERATION WITH THE UNIVERSITY OF ROCHESTER AND THREE CONTRIBUTING SCHOOL DISTRICTS. GOALS WERE--(1) TO TRAIN CA'S IN SUB-PROFESSIONAL ROLES TO FREE COUNSELORS FROM LESS PROFESSIONALLY DEMANDING TASKS, (2) TO IDENTIFY AND SELECT PERSONS SUITED FOR TRAINING AND SUCCESSFUL FUNCTIONING, (3) TO IDENTIFY AND IMPLEMENT ACTIVITIES APPROPRIATE TO THE CA'S LEVEL, AND (4) TO SHOW THE RELATIONSHIP OF CAS TO COUNSELORS AND CLERKS. THE SUPERVISING COUNSELOR DEVELOPED SUITABLE ACTIVITIES, HELPED WITH PROBLEMS, AND ENCOURAGED THE CA TO PARTICIPATE IN PROFESSIONAL MEETINGS. CONFERENCES AND INSTRUCTION TOOK PLACE ONE-HALF DAY EACH MONTH AT SCHOOL AND ONE AND ONE-HALF DAYS EACH MONTH AT THE UNIVERSITY OF ROCHESTER WITH PROJECT STAFF AND UNIVERSITY PERSONNEL. ACTIVITIES INCLUDED TESTING, GROUP WORK, PRELIMINARY SCREENING, VOCATIONAL INFORMATION, CLERICAL WORK, USING AUDIO-VISUAL MATERIALS, AND KEEPING DAILY LOGS. EVALUATION CONCERNED LOG BOOKS, SUPERVISING COUNSELOR REACTION SHEETS, ADMINISTRATORS' COMMENTS, AND VISITATIONS BY NEW YORK STATE BUREAU OF GUIDANCE REPRESENTATIVES. (PR)

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THE COUNSELOR ASSISTANT PROJECT

A ONE-YEAR REPORT

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H. Jayne Vogan, Instructional Assistant

Department of Guidance and Student Personnel
College of Education
University of Rochester
Rochester, New York
July, 1967

PREFACE

An exploration such as the Counselor Assistant Project could not have been attempted without the commitment and unwavering support of many people. We feel that this mutual conviction was instrumental in helping the project "move beyond" the many process and procedural problems encountered during the first year of implementation.

Appreciation is due to our three school superintendents: Mr. Earle Helmer, West Irondequoit, New York; Dr. W. McGregor Deller, Fairport, New York; and Mr. William Ealahan, Honeoye Falls, New York. Their interest and willingness to participate in the project helped to create a receptive climate in each of the three school districts.

The time, effort, consideration, and concern by our supervising counselors during the project year were other critical variables functionally related to project outcomes. Acknowledgments are due to: Marion Roberts and Butler Shaw of West Irondequoit, Helen Rought of Fairport, and Roy Coburn of Honeoye Falls.

The project could not have been attempted without the interest and financial support of the New York State Bureau of Guidance. Special appreciation is extended to John Stebbins and Victor Boyd, Field Associates, and James Moore, Chief, Bureau of Guidance.

The level of commitment and performance throughout the year by our three counselor assistants was exceptionally positive. Their unflagging support to the project was a most critical element. We wish to express our appreciation to: Ella Mae Pero, West Irondequoit; Blanche Martin, Fairport, and Winifred Kneale, Honeoye Falls.

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Introduction

This document contains a summarization of the conceptualization and implementation of the role of Counselor Assistant in the secondary school.

The Counselor Assistant Project was conceived, developed, and directed by Mitchell Salim of the Department of Guidance and Student Personnel, College of Education, The University of Rochester.

School districts which cooperated in this project were West Irondequoit Central School District, West Irondequoit, New York; Fairport Central School District, Fairport, New York; and Honeoye Falls Central School District, Honeoye Falls, New York. These districts, located in suburban areas of Rochester, New York, provided project personnel with the opportunity to investigate the Counselor Assistant concept in reality settings.

The Counselor Assistant Project was fiscally sponsored by the Bureau of Guidance of the New York State Education Department. The Genesee Valley School Development Association served in a fiduciary capacity in reference to project funds.

Background

The concept and rationale for implementation of the Counselor Assistant Project evolved during the initial year of the Developmental Counseling Project. This project, directed by Salim, was concerned with helping counselors and significant

others in the school setting with the identification of guidance program goals, current status of programs, program needs, and an awareness of some of the avenues for improving services. Contemporary guidance philosophical concepts served as the medium for encouraging program development.

The Developmental Counseling Project involved the same school districts, university, and state components which participated later in the Counselor Assistant Project.

Several comprehensive guidance surveys, based on programs in each of the co-operating school districts were completed during the first year of the Developmental Counseling Project. Recorded perceptions of pupils, parents, and teachers indicated that they wanted more conferences with counselors. Counselors continually indicated their need for time to spend in a professionally helpful way with others. The need for training para-professional workers as assistants to secondary school counselors was visualized as a potential, partial solution to the time dilemma of counselors.

A preliminary proposal was developed and presented to the three superintendents and several of their counselors in the school districts cooperating in the Developmental Counseling Project. During the discussion stage, each of the school superintendents indicated his support of the Counselor Assistant Concept.

Paralleling the interaction with school district representatives, the concept of counselor assistant was also discussed with John Stebbins, New York State Bureau of Guidance - Field Associate, and James Moore, Chief, New York State Bureau of Guidance. This agency had been participating in the funding of the Developmental Counseling Project as indicated previously.

It should be pointed out that, during the academic year 1965-66, personnel in the the Developmental Counseling Project had achieved what was perceived to be an excellent facilitating relationship with the three previously mentioned school districts

and the Bureau of Guidance. It was anticipated that this relationship would assist in the implementation of the Counselor Assistant Project.

The evolution of the concept of the Counselor Assistant Project began in February, 1966. Discussions were held with school district and Bureau of Guidance personnel over a period of several months. While both the schools and the Bureau supported the concept, the Bureau was unable to support full funding of the project until the financial aspect had been modified several times. During the latter part of July, 1966, the Bureau of Guidance agreed to support the Counselor Assistant Project with an award of \$14,000 in N.D.E.A. Title Va. funds. These monies were used to support the three counselor assistant trainees during the academic year and to cover expenses incurred during the project year for direction, supervision, and implementation of the project, training of counselor assistant trainees, and project materials.

The Proposal

The proposal itself outlined the bases and procedures for the development and implementation of a para-professional role of counselor assistant in the secondary school setting. A copy of this proposal is attached (Appendix A). Also delineated were projected outcomes of the project and the expected contributions of the co-operating school districts. This proposal, although independently developed, closely paralleled the tentative statement of APGA on support personnel for counselors, dated March, 1966. This document is entitled Support Personnel for the Counselor: Their Technical and Non-Technical Roles and Preparation - A Statement of Policy (Appendix B). Both of these statements served as guidelines in training of the counselor assistants and the development and implementation of their roles.

Goals

The primary aim of the project was to train personnel to carry out a sub-professional auxiliary role, working closely with the counselor, in order to free the counselor from some of the less professionally demanding but necessary tasks inherent in his role. It was our hope that the time thus released through a better division of labor would provide the counselor with more freedom for counseling with students and consulting with members of the school staff, parents, and others.

In order to achieve this end, a necessary part of the project was to identify and select those persons who might be suited to the training process and successful functioning in this projected role. (See section on Selection Criteria and Procedures)

A third goal was concerned with the identification and implementation of activities which were appropriate (or non-appropriate) to the functioning of a counselor assistant within the secondary school setting. At the conclusion of the first year of this project it was hoped that these activities may be incorporated into a representative job description for this position.

Finally, it was desirable to show the relationship of a counselor assistant to the contemporary role and function of the secondary school counselor, as well as to any clerical and secretarial staff that may be employed in the guidance office. This unique configuration includes the problem of developing and maintaining positive interpersonal intra-staff relations.

Selection Criteria and Procedures

With the approval of the chief administrator in each cooperating school district and in conjunction with the project director, the following possible criteria for selection were projected:

1. The counselor assistant trainee ought to relate well to youth.
2. The counselor assistant trainee ought to be concerned about and want to contribute to the positive personal-social development of youth.
3. The counselor assistant trainee ought to have the capacity to assimilate training experiences and to apply this training.
4. The counselor assistant trainee ought to be able to communicate verbally with people from levels.
5. The counselor assistant trainee ought to be able to work within a structured setting.
6. The counselor assistant trainee ought to have broadening experiences. These experiences can be obtained through high education, travel, community activities, etc.

The actual hiring of the counselor assistant in each district was left to the personnel in that district to be accomplished in accordance with its procedures. However, the project director and his staff did serve in an informational role.

Training Procedures

Training of the counselor assistant was divided into two major sections. The area of training for specific situational activities was the responsibility of one of the counselors in each school setting designated as the supervising counselor. This counselor worked closely with the assistant - together they developed and implemented activities for the counselor assistant to perform. The supervising counselor helped with problems as they arose relative to the introduction of a new role into the guidance setting. It was the supervising counselor with whom the counselor assistant was urged to spend a good deal of time during this training period for the very necessary stages of planning and follow-up evaluation.

The counselor assistant was expected to participate in any professional activities, meetings, or conferences which were attended by the counseling staff. It was

the supervising counselor's responsibility to see that this was communicated to and understood by the assistant and other staff members.

The other aspect of training involved conference time and instruction with a member of the project director's staff. This instructional assistance was provided in conjunction with the University portion of the project and was two-fold. The first part was on-the-job training and comprised one half-day per week of conference time scheduled with the instructional assistant and/or supervising counselor (as required) in each job site. The purpose of this conference time with an outside consultant was ideally seen as providing professional information and inter-personal assurance as well as providing some guidelines and structure for the development of this role as originally conceived.

The other portion of instructional assistance consisted of three half-day meetings per month for the assistants at the University of Rochester. Two of these were in-service meetings and included the three trainees and members of the University and project staff in the capacity of instructors. These in-service meetings provided the trainees with the opportunity to share their ideas and find similarities in their roles and a chance to develop some broad understandings of the field of guidance. This was particularly helpful as this information related meaningfully to areas in which they were working most closely. For a complete list of topics see Appendix C.

The third monthly meeting, which the assistants attended along with all counselors in the three cooperating districts, was a professional seminar. These seminars were held on campus; the topics were chosen in accordance with the preferences of the counselors and delivered by prominent professional educators in Guidance and related areas. It was felt that the assistants could benefit by exposure to as much background in guidance-related topics as possible. It was also felt that the opportunity to interact with counselors could be mutually beneficial.

Trainee Responsibilities

Each of the counselor assistants was directly responsible to her supervising counselor for day-to-day job performance and the actual formulation of these tasks. This relationship was seen as professionally oriented. It was the purpose of the project to provide the counselor assistant with as much job autonomy as possible within the stated limits of the proposal and each specific school environment. It was advisable, therefore, not to conceive of this position in terms of hourly accomplishment, but rather task achievement. Preferably the counselor assistant would understand which activities were her responsibility and plan her time accordingly for its most efficacious use in discharging these responsibilities.

The counselor assistant was required to keep a daily log (Appendix D) of her activities thereby giving a rough summary of how her time was spent. She was also given a reaction sheet (Appendix E) which was filled out for each major task performed. (A corresponding form was provided for the supervising counselor; see Appendix E)) These forms provided open-ended direction for reactions to the tasks a counselor assistant may find herself doing and asked her to describe the activity, relate any personal feelings she had about it, and cite the perceived outcomes of this activity. It was felt that the daily log and reaction sheet would assist in the evaluation of the counselor assistant concept and also in the development of a generalized job description.

The counselor assistant was provided with a basic text book in the guidance field (Shertzer and Stone, Foundations of Guidance. Houghton-Mifflin Co.) in order to supplement any information from the in-service work. The counselor assistant was asked to set aside some regular period during each week for study, recording logs or reaction sheets, or personal evaluation and growth.

The trainees found it desirable to keep a daily or weekly calendar of their activities, and in some cases to plan these several weeks in advance. This activity was not required, but desirable.

In order to both acquaint the trainees more concretely with testing procedures and to acquire some objective data about them, they were required to take the Edwards Personal Preference Schedule, Kuder Occupational Form D, and the Differential Aptitude Test (Appendix F). Further biographical data regarding the three trainees is included in Appendix G.

Project Evolvment

The Counselor Assistant Project began in September, and all counselor assistant positions had been filled by November, 1966.

There were three trainees, one in each of the cooperating school districts. One was assigned (as are the counselors in that district) to a specific grade level (Counselor Assistant A); one to the guidance office covering grades 9 - 12 (Counselor Assistant B); and the other trainee functioned in a junior high--grades 7 - 9 (Counselor Assistant C). These actual assignments were made by the school districts in each case.

All trainees had previously worked as secretaries, two (Counselor Assistants A and B) within the guidance offices where they are now working as assistants. One counselor assistant had not previously worked in any guidance office (Counselor Assistant C). Although a guidance secretarial staff may provide an available source for recruitment, this was not seen as a contingency to effective functioning in this role and, therefore, to selection. Because some clerical tasks were projected as part of the role, a secretarial background may be desirable. It is debatable -- whether or not having worked in the same office as a secretary is a desirable

background for this position. Beyond the obvious advantage of familiarity, there may be disadvantages of necessary 'unlearning' processes or pre-established interpersonal expectancies or negative attitudes which may hamper the counselor assistant in the performance of her new role.

It has been found that these antecedent working conditions mentioned in the immediately preceding paragraph have had a correspondingly modifying effect on the nature of on-the-job training. In the two instances where the counselor assistant continued work in the guidance office, the instructor functioned more in a consultative role dealing primarily with process: interpersonal communications, supportative discussions, and role clarifications. Training in the third situation, where the counselor assistant was new both to the job site and the job, took on a much more instructional or content-oriented flavor, at least initially.

Generally, there was a high level of acceptance and cooperation from everyone connected with the project. The trainees have been particularly enthusiastic about their new role, making more creative suggestions for helpful duties they may perform as they become more accustomed to the job and feel more secure in its execution.

The trainees have found more and more similarities among their roles as the year progressed. In the beginning only differences from situation-to-situation were apparent, based mainly on the differences within the school systems. As the role evolved, the assistants discovered that the general activities in which they were engaging were quite alike; the content is consistent rather than the process. This has been important to the trainees in terms of helping them identify with each other in forming a closely knit group, helping them develop a greater sense of job importance and security thereby allowing them to act more creatively, and helping to provide a sense of worthy feeling about really pioneering a new job. They have been able to participate in the growth of a comprehensive job description that could be meaningfully incorporated regardless of specific school climates.

Representative Activities

1. Working with groups: all trainees were involved in some variety of group work with students under the direction of the supervising counselor. Together they planned the activity and format, and the counselor assistant then assumed the responsibility. In each case the counselor met with the assistant and the group until the counselor assistant felt comfortable in the situation.

In two schools the assistants worked with orientation of freshmen to the school and specifically to the guidance department and facilities. This program has varied activities and included a tour of the guidance office and a film strip presentation on the first year in high school with an opportunity for questions. The counselor assistant prepared notices of the meetings, name cards, and objective notations about the students to the counselor following the meetings.

Another group activity conducted by the counselor assistant in two schools was concerned with vocational information and included film strip presentations along with an explanation of the sources and suggested uses of available occupational information.

A third group activity was planned and executed by one assistant and her supervising counselor which involved working with eleventh grade youngsters in the area of post-high school planning. There were several varieties of groups based on preference for continued academic preparation, apprenticeship or trade education, or post-high employment. The counselor assistant met with these groups and used appropriate audio and visual aids. These informational meetings reduced in large measure the counselor's time involvement for such an activity.

2. Testing: all assistants have been involved in various tasks connected with their school's testing program. These activities have ranged from the very clerical --counting and distributing tests or posting results on permanent record cards to

the actual administration or explanation (not interpretation) of what testing terms mean. One counselor assistant has taken over the responsibility of testing all new students transferring into her school on whom no test data is available. The results are then given to the counselor for what will hopefully mean a more appropriate placement of new students.

3. Technical media: all trainees have learned to operate audio visual equipment available in their schools and are generally assuming the responsibility for film, filmstrip, and recording libraries. Two assistants with their counselors have become involved in scheduling procedures requiring some knowledge of data processing. One has been to a state-wide workshop with her supervising counselor in order to learn new methodology in data processing.

4. Reception/Interview: all trainees have in some way performed services for their counselors that constitute a preliminary screening function. They have interviewed college representatives, taking down information for the counselor; they have interviewed irate parents, harried teachers, and confused students when the counselor was immediately unable to see them, thereby alleviating the situation somewhat and moving them to the counselor as soon as possible. One counselor assistant happens to be in a new school with extensive and attractive facilities which draw visitors from time to time: there was never time for the counselor to serve as a visitor's guide—the counselor assistant has assumed that public relations responsibility.

These are representative samples of the kinds of tasks performed by the counselor assistant (see also Appendices D and E): they are all useful, not all interesting, but all do contribute toward better guidance services. Previously many of these tasks were either done by counselors, in lieu of counseling, or were not done because of lack of time.

Related Activities

The counselor assistants and their respective supervising counselors (at the encouragement of the project instructional staff) exchanged visits among the three job sites involved in the total project environment. This was accomplished at the end of the school year and included a tour of the facilities in each of the schools and meeting faculty members and administrators. The assistants found these visits helpful and interesting. They served to acquaint each other with the differing features of each school and gave them again a more cohesive group feeling with regard to their new role.

At the end of the first year the assistants, supervising counselors, and project staff collaborated on constructing an embryonic job statement (Appendix H). This was based upon the general similarities of function. This statement further outlined expectancies for this position based upon this year's experiences and those suggested appropriate activities from APGA statement on support personnel.

Another related activity which involved all project participants was a panel presentation at the New York State Personnel and Guidance Association Conference held in April, 1967. The program was proposed and chaired by the project director. H. Jayne Vogan, project instructional assistant delivered the major presentation in which she described her project experiences. Each of the counselor assistants spoke briefly about herself, her activities in general, and described in detail one activity in which she had been engaged. One of the supervising counselors reacted in terms of what the availability of a counselor assistant meant to her as a professional counselor. Each of these presentations was delivered in a very personal way. This program was cited as one of the outstanding presentations at the Conference. The experience was personally satisfying to all participants and could justifiably be termed as a peak experience for each of the presenters.

Tentative Findings

The proposed goals of our proposal to the New York State Bureau of Guidance were: (see Appendix A)

- A. There are guidance program activities which are neither clerical nor professionally demanding.
- B. These identified activities can be assumed by certain individuals who are trained by counselor education and counselors to function in a sub-professional capacity.
- C. The selection, training, and employment of counselor assistants will allow school counselors to utilize their professional attitudes, skills, and understandings to a greater extent in professionally appropriate counseling and related guidance activities.

We feel that the Counselor Assistant Project met each of the previously stated goals at a high level of clinical significance. There are many activities which contemporary counselors perform that can be assumed by individuals trained to function as support personnel in guidance. When counselors are freed from these many time-consuming, but necessary, activities, they can use their professional attitudes, skills, and understandings more frequently and appropriately. A better division of labor results.

For us, our findings have been confirmed through:

- A. Counselor assistant log books.
- B. Counselor reaction sheets.
- C. Conferences with administrators and counselors not serving in a supervisory role to a counselor assistant.
- D. On-site visitations by the New York State Bureau of Guidance representative.
- E. Interaction of Department of Guidance and Student Personnel faculty with counselor assistants and their supervising counselors.
- F. Continuous clinical study of all involved individuals in the Counselor Assistant Project by project staff.

The success which ensued from this project does not mean that implementation of a new role such as counselor assistant is an easy, low-risk task. We found that the development of positive, interpersonal working relationships among all concerned

parties is critical for a venture like ours. Threat, anxiety, and frustration were present at various times. Interpersonal interaction in a forward-oriented, productive manner facilitated goal-oriented behavior. Project staff, external to the school settings were able to offer unique assistance to school personnel in "working through" role conflicts and other aspects of project implementation.

We also found that some counselors might not be compatible with a counselor assistant. They could prefer additional secretarial service. There was a greater tendency for role conflict to occur between the counselor assistant and the counselor than between the counselor assistant and the guidance secretary. Again, commitment to the counselor assistant concept as a potential guidance resource and the development of positive, interpersonal relationships should minimize role conflict.

The involvement of persons potentially significant to this project from initial exploration of the concept of counselor assistant through the subsequent year of implementation, while not measurable, greatly contributed to any achieved success.

Recommendations

The New York State Bureau of Guidance extended \$14,000 in N.D.E.A. Title Va funds for continued support of the Counselor Assistant Project during the 1967-68 school year. These funds were requested by the cooperating school districts as a means by which the Counselor Assistant Project sites could serve as demonstration centers in New York State.

It is our recommendation that appropriate literature be developed and distributed to school districts and appropriate institutions of higher education for informational purposes. Interested individuals may wish to make a site visitation to one or all three of the demonstration centers.

Also, we feel that the role of counselor assistant and the relationship of this role to that of counselor and guidance secretary will continue to be in the emerging stage. Past role relations and task allocations need to be re-examined in addition to the investigation of new possibilities. To us this means a continuation of the current model of University of Rochester, Department of Guidance and Student Personnel; the three cooperating school districts of West Irondequoit, Fairport, and Honeoye Falls; and the New York State Bureau of Guidance.

**APPENDIX A: A Proposal for Identifying and
Implementing a Sub-Professional
Role of Counselor Assistant in the
Secondary School**

SUBMITTED BY:

Mitchell Salim
Department of Guidance
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College of Education
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SUBMITTED TO:

Bureau of Guidance
The State Education Department
Albany, New York

A PROPOSAL FOR IDENTIFYING AND IMPLEMENTING A SUB-PROFESSIONAL
ROLE OF COUNSELOR ASSISTANT IN THE SECONDARY SCHOOL

A. Bases

The development of this proposal was based on the following assumptions:

1. Professional demands placed on the counselor have been increasing rapidly.
2. The ratio of professional school counselor to pupils will not improve appreciably within the near future.
3. Much counseling time with individuals or groups is obviated by current necessary counselor involvement in non-counseling activities. These non-counseling activities are important to individuals in the school setting but are not fully demanding of the counselor's professional development.
4. There are guidance program activities which are neither clerical or professionally demanding. These activities can be identified.
5. These identified activities can be assumed by certain individuals who are trained by counselor educators and counselors to function in a sub-professional capacity.
6. The selection, training, and employment of counselor assistants will allow school counselors to utilize their professional attitudes, skills, and understandings to a greater extent in professionally appropriate counseling and related guidance activities.

B. Procedures

The following procedures have been selected as probable ways of identifying and implementing the role of counselor assistant.

1. Selection of Junior and Senior high school settings which have the following characteristics:
 - a. approximate counselor-pupil ratio between 400 to 1 and 300 to 1 within the educational structure
 - b. administrator and supervising counselor agreement with intent of proposal
 - c. space, equipment, and materials availability for use with and by projected counselor assistant(s).
2. Tentative identification of sub-professional activities within the scope of counselor assistant to be developed by a counselor educator. This process will include conferences with a potential supervising counselor, school administrators, and New York State Bureau of Guidance personnel.
3. Tentative criteria for selection of individuals to be trained as counselor assistants will be developed by a counselor educator who will confer with the supervising counselor, school administrators, and Bureau of Guidance personnel.
4. A training schedule for counselor assistant educational activities will be established by the supervising counselor in each setting and the counselor educator. Generally, these learning activities will take place in the school setting.
5. The counselor assistant shall be immediately responsible to the designated supervising school counselor.
6. Instructional service by counselor educators will be available on a scheduled basis. The instructional assistant will participate also in the complete instructional process.

PROJECTED OUTCOMES OF PROJECT

1. To identify the types of activities which are appropriate or not appropriate to the functioning of a counselor assistant in the secondary school.
2. To show the relationship of a counselor assistant to the contemporary role and function of the secondary school counselor.
3. The Bureau of Guidance will be provided with a comprehensive report which will describe each phase of the Project. The report should be of value for future definition, training, and implementation of the role and function of the counselor assistant.

COOPERATING SCHOOLS CONTRIBUTION

A. STAFF

1. One permanently certificated counselor assigned by school district to each Counselor Assistant Trainee for on-site direction, assistance, and supervision.
2. Conference time ---- Building Principal
Director of Guidance
Superintendent of Schools

B. FACILITIES

1. Desk and/or office for each Counselor Assistant Trainee
2. Guidance materials for work with pupils

UNIVERSITY OF ROCHESTER, COLLEGE OF EDUCATION CONTRIBUTION

A. STAFF

1. University, College of Education, and Department of Guidance and Student Personnel responsibility, other than fiscal, for the Project.
2. Availability of consultants and research specialists.

B. FACILITIES, MATERIALS, AND EQUIPMENT

1. Office space for Project staff
2. Office utilities, including telephone service
3. Office furniture
4. Custodial service
5. University Library publications
6. Facilities and materials of the Department of Guidance and Student Personnel.

GENESEE VALLEY SCHOOL DEVELOPMENT ASSOCIATION CONTRIBUTION

The Association will act as the fiscal sponsoring agency for the Project. The Association will receive and allocate all funds.

The Association is vitally concerned with the introduction of innovation practices in schools. The Association can provide various media and opportunities for dissemination of information to school districts in nine counties in New York State.

**APPENDIX B: Support Personnel for the Counselor:
Their Technical and Non-Technical
Roles and Preparation - A Statement
of Policy, APGA; March, 1966**

SUPPORT PERSONNEL FOR THE COUNSELOR:
THEIR TECHNICAL AND NON-TECHNICAL ROLES AND PREPARATION
A STATEMENT OF POLICY

APGA

March, 1966

Functions of the Counselor

The roles and duties of Support Personnel must be understood in relation to the Counselor, inasmuch as he is the professional person who provides both counseling and the leadership essential for effective service.¹ Counseling and leadership functions are professional in nature. That is, their effective performance requires the use of knowledge and skill acquired through intensive and extensive theoretical and applied preparation, and demonstrated competence. Formal knowledge and skill in influencing human behavior and in planning, executing, and evaluating are involved, as is accepting the responsibility for the consequences of the work performed under the Counselor's leadership. Because of this central role in the lives of other people, the Counselor must adhere to a code of professional ethics.

The concept of Support Personnel for counseling implies a line relationship to the Counselor. In this context, Support Personnel does not refer to reciprocal lateral relationships between the Counselor and collaborating occupations, such as, social workers, psychologists, physicians, or placement directors. Within any particular agency or organization, these would be staff, rather than line, relationships.

The Counseling Function. In performing the counseling function the Counselor works face-to-face with various individuals in dyadic and/or small group relationships. He has a sophisticated understanding of what he is doing and why. He is able to establish relationships of mutual positive regard and concomitant desire to communicate about matters of concern to counselees. He can understand counselees and the life situations in which they exist and can exercise expert judgment in the use of appropriate information and communication approaches and relationships for helping counselees understand themselves-in-situations better and to behave in ways appropriate to such understanding. The Counselor can also evaluate the counseling that he is doing and he accepts responsibility for its consequences.

¹It is redundant to refer to the "professional counselor," or to the "counselor performing professional functions," since to be a counselor is to belong to a profession. One may, of course, refer to a counselor performing technical and non-technical duties.

Leadership Functions. The Counselor's leadership functions involve working indirectly with counselees by seeking or providing consultative help with other persons. They also include the coordinating and supervision of the efforts of Support Personnel who facilitate counseling by performing various direct and indirect helping and/or supportive activities. Many of these activities are sometimes called guidance, and they may be performed by members of other occupations.

In all of these counseling, facilitative, consultative, and supervisory endeavors, the Counselor's major responsibility is to assist each counselee ". . . to utilize his own resources and his environmental opportunities in the process of self-understanding, planning, decision-making, and coping with problems relative to his developmental need" and behavior.² Of necessity, this responsibility must be executed with appropriate consideration of the context of cultural and subcultural influences directly related to the various settings in which such individuals and/or groups are currently operating or may be expected to operate in the future.

The Rationale for Support Personnel for Counselors. It is the position of the Association that Support Personnel can enhance the work of the Counselor with such assistance as the counselees' needs and the work setting may require, provided that these Support Personnel perform their duties under the supervision of the Counselor. The concept of Support Personnel is not new. What is new is the systematic programming of such roles.

The appropriate use of Support Personnel will facilitate the professional work and effectiveness of the Counselor. Because of the work of Support Personnel, other demands upon the Counselor's time should no longer distract him from providing the counseling and leadership for which he is uniquely suited. The combined efforts of Support Personnel and Counselors should make the total endeavor more propitious and powerful.

It is the purpose of this document to identify the principles and concepts that undergird the roles and preparation of Support Personnel. There is no intention of providing detailed job descriptions for the work of Support Personnel. This document, however, should provide guidelines for the development of such job descriptions.

Distinctions between Support Personnel and Counselors

The activities of Support Personnel afford contrasts to the work of Counselors. Support activities are called technical and non-technical.³ The term, technical, implies more rationalized processes based upon some

²APGA. "The Counselor: Professional Preparation and Role." 1964

³For present purposes, a logical grouping of activities or duties comprises a function. The pattern of these defines the job of a person, and the expectations held for the performance of such activities (functions) defines a role. Different jobs and occupational roles will result from differing combinations of functions or activities.

formal academic preparation, whereas non-technical implies more informal and rule-of-thumb techniques that need not be acquired through academic preparation. Both terms also imply a range of credit or non-credit preparation that is appropriate to the technical activities to be performed.

In general, the activities of Support Personnel differ from professional work in any or all of several respects:

First, the work of a Counselor constitutes a whole that is greater than the sum of its parts. The work of Support Personnel tends toward the particular and is part of the larger whole only when viewed in conjunction with other functions and activities.

Second, the Counselor bases his performance on the use of relevant theory, authoritative knowledge of effective procedures, and his evaluation of the impact of his work. Support Personnel work is characterized by greater dependence upon intuitive judgment, little or no theoretical background, more limited preparation, and less comprehensive understanding of the total endeavor.

For example, the dissemination of information about occupational trends and the requirements of specific occupations will be qualitatively different activities when conducted by a Counselor than when conducted by Support Personnel. A Counselor will be able to select the particular kinds of information that are most appropriate for the counselee to use, to concern himself with what the information would mean to the counselee, and to work with him on the basis of what that information means to the counselee. A Support person, however, would be able to provide the counselee information recommended by the Counselor, and to see that it is readily available for use as needed.

Third, the Counselor performs the counseling function as described above, while Support Personnel perform important and necessary related activities that are parts of the overall service.

Fourth, in some instances functions can be organized so that they are performed only by the Counselor; in other instances, the functions can be arranged so that Support Personnel may perform activities that help with his work. In either case, it is clearly the Counselor's responsibility to decide how these duties or tasks will be performed by qualified Support Personnel.

Fifth, career patterns must also be considered in delineating between the Counselor and Support Personnel. Support Personnel jobs may or may not be terminal. They are not stepping stones to the profession of Counselor without appropriate professional preparation.

Typical Activities of Support Personnel

The role of the Counselor is subtly but constantly changing, a fact that is characteristic of any dynamic profession. Since the definition of roles for Support Personnel is dependent on their relationship to the Counselor's role, it is inevitable that Support Personnel roles will change, too. Today, however, it is advisable to consider an analysis of the total complex of roles and responsibilities involved, in order to identify supporting activities or duties which may be performed satisfactorily by Support Personnel rather than

by the Counselor. Such activities or duties are related to specific clusters, which may be called functions in the total complex of the professional role.

The performance of identified activities by Support Personnel will contribute to the work of the Counselor. Sometimes the tasks that support Counselors are assigned to persons who are not working in Support Personnel positions. The Counselor is nevertheless, responsible for the supervision of such supporting tasks. On other occasions, enough supporting activities can be logically related to constitute a full-time Support Personnel position.

Direct Helping Relationships. A number of Support Personnel activities involve direct person-to-person helping relationships, but they are not identical or equivalent to counseling as conducted by the Counselor. Prominent among these functions and activities would be the following.

1. Individual Interviewing Function:

- a. Secure information from an interviewee by means of a semi-structured or structured interview schedule. The information elicited would tend to be factual and limited in nature.
- b. Give information prepared in advance and approved by the Counselor for its appropriateness for the interviewee. Such information would usually be factual rather than interpretative.
- c. Explain the purposes and procedures of counseling in practical lay terms.
- d. Engage the counselee in informal, casual, colloquial discussion as a means of putting him at ease and establishing an openness to counseling. Such a dyadic activity may be especially important when performed by an interviewer who is making initial contact with potential counselees who are hostile toward or apprehensive of counseling.
- e. Provide informal follow-up support to a former counselee.

2. Small-Group Interviewing or Discussion Function:

- a. In structured groups with a largely preplanned program, guide discussions as a discussion leader.
- b. Describe staff and material available to the group, as an information resource person, or tell the group how and where to acquire needed resources.
- c. Act as recorder in a variety of small group discussion or counseling situations, under the supervision of the Counselor.

- d. Observe verbal and non-verbal interaction in groups, following predetermined cues and procedures for making observations.
- e. Participate in informal superficial social conversation in a small group of counselees to help put them at ease and to establish the beginning of helping relationships that may be provided by forthcoming counseling.
- f. Informally provide information and support to former counselees.
- g. Circulate among people who may be potential counselees and strive to develop attitudes of group cohesion and good orientation for educational and/or recreational ends.

Indirect Helping Relationships. Most of the activities of Support Personnel appear to involve providing help indirectly rather than directly to counselees, even though some of these activities do involve face-to-face relationships with counselees. Among the functions and activities may be these:

1. Information Gathering and Processing Function:

- a. Administer, score, and profile routine standardized tests and other appraisal instruments (non-clinical type).
- b. Obtain and maintain routine information on the scope and character of the world of work with current reference to employment trends, in accordance with instructions established by the Counselor.
- c. Contact various sources for needed records and related information relevant to counseling.
- d. Search for new sources of information about counselees and/or the environment under direction of the Counselor.
- e. Prepare educational, occupational, and personal-social information for visual-auditory verbal and graphic presentation or transmittal to others for use, in accordance with instructions established by the Counselor.
- f. Under the Counselor's supervision, search for new sources to which the counselee may be referred.
- g. Secure specific special information about former counselees upon request and under the supervision of the Counselor.
- h. Operate technical communications media involving printed and electronic processes of a visual-auditory nature for the counselee's benefit.

2. Referral Function:

- a. Initiate general contacts with specific referral agencies.
- b. Initiate contact for specific individuals with given referral agencies.
- c. Aid individuals in making proper contact with referral agencies.

3. Placement and Routine Follow-up Function:

- a. Through appropriate channels, establish and maintain working relationships with organized placement agencies in the community.
- b. Develop specific placement opportunities for individual cases not handled through cooperation with other placement agencies.
- c. Maintain continuous surveys of placement conditions and trends as requested by the Counselor.
- d. Search for new placement resources that may be useful to counselees.
- e. Secure follow-up information of a routine nature according to a general follow-up plan.

4. Program Planning and Management Function:

- a. Perform routine collecting and analytical statistical operations as a research assistant.
- b. Procure and prepare supplies of materials of various sorts for the Counselor.
- c. Prepare standardized reports of contacts with counselees, potential counselees, referral, placement, and follow-up agencies and persons.
- d. Maintain appropriate personnel and information records for the Counselor.
- e. Supervise and coordinate the activities of clerical or other skilled personnel under the general supervision of the Counselor.

The Preparation of Support Personnel

The preparation of Support Personnel will vary according to a number of factors. Among those that must be considered are the following:

1. People who wish to become Support Personnel must be selected for their potential ability to perform specific duties, and their suitability for working with counselees in particular settings. Selection must not be restricted to those who may be capable of earning advanced degrees. Such people will come from a wide variety of educational and experience backgrounds. It may be possible to find people who already possess the necessary competencies.
2. The duration of preparation for Support Personnel will be fairly brief compared to that of the Counselor, that is, a matter of weeks or months, compared to years. As a general rule, the preparation of technical Support Personnel will be more extensive than that of non-technical Support Personnel.
3. The activities to be learned may be rather concrete and specific. In those cases there need be relatively little instruction of a background, theoretical, or philosophical nature. There may be a necessary emphasis upon frequent practice or drill. The preparation must utilize field settings and/or laboratory simulations.
4. At least the final portions of a preparation program must involve opportunities to work under the field supervision of Counselors. There should be supervised preparation as members of a team of Support Personnel.
5. The staff for Support Personnel preparation programs should include experienced, highly successful Support Personnel, Counselors, and Counselor Educators.
6. It would be advantageous to Support Personnel preparation programs and to Counselor Education programs, if they can be coordinated in terms of content, time, and physical proximity.

— for the P.P.S. Committee: Emery Kennedy
 David Pritchard
 Richard Rundquist
 Wray Strowig

**APPENDIX C: Topics for In-Service Program with
Counselor Assistants**

TOPICS FOR IN-SERVICE PROGRAM WITH COUNSELOR ASSISTANTS

A. Role and Function of Counselor Assistant

1. rationale for establishing position
2. varieties of suggested activities based on A.P.G.A. policy statement and current project proposal guidelines
3. relationship to counselors and other guidance office staff
4. specific potential duties based on needs of individual school systems

B. Development of Project for Counselor Assistants

1. rationale and necessity for position
2. goals and projected outcomes of the project
3. selection criteria for assistants
4. plan of operation for project development
5. projected areas of function for counselor assistants

C. Development of the Guidance Movement

1. history of guidance services
2. relationship of guidance to other school areas
3. nature and function of guidance
4. place of guidance in today's schools
5. principles of current guidance practices

D. Self Understanding

1. testing program for counselor assistants - Kuder Occupational Form D.; Edwards Personal Preference Schedule; Differential Aptitude Test
2. importance of increasing self-examination and knowledge
3. relation of accurate self-awareness to more efficacious job functioning
4. suggestions for continued improving of self-knowledge, understanding, and acceptance

E. Informational Services

1. testing (covered extensively in separate topic)
2. routine information on world of work - collecting, classifying, and dispensing
3. information concerning educational opportunities
4. preparation of any materials for use by counselor with youngsters
5. searching out and contacting of new additional sources of occupational and educational information
6. contacting referral agencies and maintenance of open communication with same
7. gathering of specific information about youngsters as requested by counselor
8. operating technical communications media - (audio-visual; data processing equipment)

F. Vocational Development Theory

1. choice of occupations
2. methods of interesting students in exploring the world of work
3. relation of knowledge of how occupations are selected to available work opportunities locally
4. time sequence for encouraging students to explore the field of occupations, specific occupational choices, concrete occupational choices based on availability of opportunity

G. Vocational Information

1. use of DOT, occupational information files; audio-visual aids
2. sources of free and inexpensive materials
3. local sources of occupational information and contacts for students
4. methods of making local job contacts
5. methods of getting available information to students
6. suggestions for using materials with students

H. Student Appraisal - Testing

1. purposes of testing
2. nature of a test
3. use of tests and test data in guidance field
4. explanation of testing terms and vocabulary
5. explanation of limits of tests (what they can and cannot do)
6. methods of providing youngsters with routine background information about test scores in understandable terms (non-interpretive data)

I Test Administration

1. actual administration (self and others) of relevant instruments
2. instruction in administration of specific relevant tests
3. instruction in use and understanding of test manuals
4. information regarding importance of correct test administration relevant to subsequent results
5. instruction in scoring, profiling, routine standardized tests

J. Student Appraisal - Non-testing

1. purposes of appraisal
2. methods of collecting non-test data
3. anecdotal records
4. biographical information sheets
5. interviewing techniques with students relative to eliciting information
6. assessment of study procedures
7. life-planning and goal aspirations
8. use of this data with students in information giving capacity

K. Working with Groups

1. function of a group leader, or discussion guide
2. nature of groups (general)
3. methods of presenting factual information to large and small groups
4. functions of a recorder in small group (counseling) sessions
5. explanation (general) of verbal cues in group communication
6. techniques for stimulating group discussion

L. Development of Job Description

1. threads of similarities to be structured into a general job description
2. identification of indigenous tasks as specific examples
3. identification of apparent job 'universals'
4. identification of personal and general appropriate characteristics for persons entering this position

M. Evaluation of Year

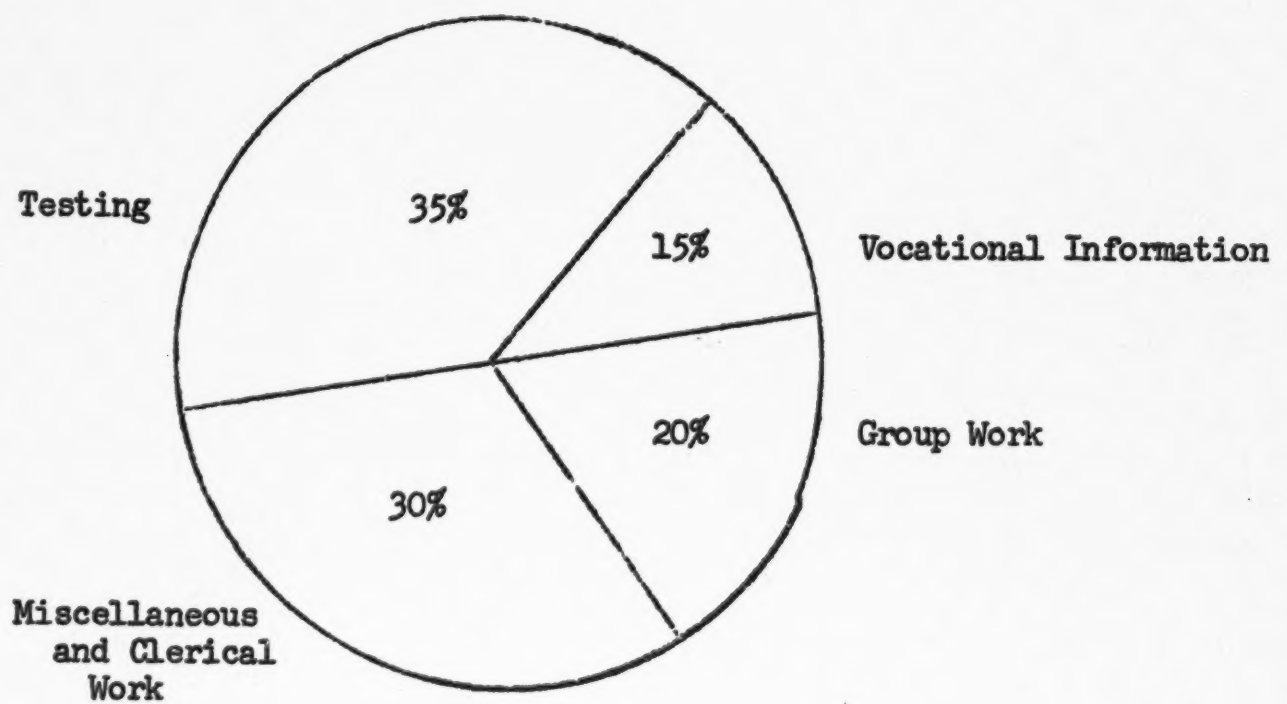
1. program evolvement
2. meeting of proposed goals - why/why not
3. modification of proposed goals - why/why not
4. value of the experience to assistants, counselors, guidance department, school
5. recommendation for continuation or termination
6. some pitfalls to be guarded against in future programs

**APPENDIX D: Daily Log from Counselor Assistants -
Representative Sample and Time Graph**

Sample Log

The following is an excerpt of 2 months duration taken from the log of one of our counselor assistants. This is a representative example of what constitutes the typical day's work of a counselor assistant.

Approximate Time Distribution of
Counselor Assistants
During School Year



WEEK OF FEBRUARY 27 - MARCH 3, 1967

February 27, 1967

- 9:00 - 9:30 - Started Mrs. Greenberg alphabetizing into one list the names of the incoming 9th graders from our 3 Middle Schools.
- 9:30 - 10:00 - Organized testing room, tests, and materials for the 3 Otis Make-ups scheduled for today.
- 10:20 - 11:10 - Otis Make-up Test.
- 12:20 - 1:05 - Otis Make-up Test.
- 1:25 - 2:10 - Otis Make-up Test.
- 2:15 - 3:15 - Organized Otis answer sheets and checked for those still missing. Will have final make-up on Wed.
- 3:15 - 4:30 - Started assigning Student Code Numbers to next year's sophs. Under G.E. scheduling, each student scheduled must be assigned a 6-digit code number.

February 28, 1967

- 9:00 - 11:00 - Secretary was having difficulty with the mimeograph machine. Took us 2 hours to get the equipment operating satisfactorily.
- 11:00 - 12:30 - Cut stencil for the Post-High Planning Questionnaire. Mimeographed 600 copies.
- 1:30 - 3:30 - Typed letters to several Rochester industries requesting sample employment applications, etc. for use in our Group meeting involving students interested in immediate employment following graduation.
- 3:30 - 4:30 - Made out notices for students expected to attend the final Otis Make-up session tomorrow.

March 1, 1967

- 8:30 - 9:30 - Worked on log. I make pencil notations of my daily activities, but leave the typing job until the end of the project in May.
- 9:30 - 12:00 - Typed letters to colleges requesting sample applications for use in connection with our post-high groups interested in further education.

WEEK OF FEBRUARY 27 - MARCH 3, 1967 (Cont'd)

March 1, 1967 (Cont'd)

- 1:25 - 2:00 - Directed Office Aides in counting and marking packets of questionnaires to go to Homerooms tomorrow re Post-Hi Planning. Subs in Soph Homerooms also receive questionnaires.
- 2:10 - 3:00 - Otis Make-up Test (Final Group).
- 3:00 - 4:00 - Set up schedule of classes for transfer student.

March 2, 1967

- 8:30 - 10:00 - Yesterday afternoon I set up a schedule of classes for a transfer student following his interview with Miss Roberts, his counselor. Miss Roberts gave me the list of courses decided upon during the interview with the student. I merely did the mechanics of deciding which subject he would take which period, and typed up his schedule to be carried around with him today and obtain signatures from his various teachers as he reported for class. I also did the necessary "book work" — taking a card from the "tub" to denote one less seat in his assigned class and recording "one more student" for each of his teacher's records on the master listing.

Today the boy came in to Guidance, saying he was apparently assigned to the wrong section of Earth Science. Until we could discuss the situation with the teacher, I took the boy into my office for the period and tried to obtain some biographical data to complete our record on his past schooling. He talked freely and I was able to complete his whole biographical record. This was an aid to his counselor who had scheduled appointments all morning and could not have taken the time I did in interviewing this student.

- 10:00 - 11:00 - Assembled Otis answer sheets and prepared them for shipment to BOCES for scoring.
- 11:00 - 12:30 - Wrote some additional letters to industry asking for materials for use in our Group Meetings.
- 1:30 - 4:00 - Sorted the Post-High Planning questionnaire and tried to find some pattern in which to work in setting up Group Meetings. Had Office Aides make a check list of missing questionnaires so we could track them down and have 100% from the class.

WEEK OF FEBRUARY 27 - MARCH 3, 1967 (Cont'd)

March 3, 1967

8:30 - 11:30 - Worked with Mrs. VanVoorhis in getting ready some publicity for a new Science 12 course which has just been dreamed up and which did not appear on the courses available for Seniors. Cut and ran a stencil, copies of which will go to all 11th graders to determine interest in the course which will be offered next year. Mrs. VanVoorhis did this at the request of the Science Dept., and as part of her special assignment of coordinating COURSE OFFERINGS each year.

P.M.

In-Service Meeting at U of R.

WEEK OF MARCH 6 - MARCH 10, 1967

March 6, 1967

- 8:30 - 9:15 - Went to the library to obtain texts for a tutor to use in connection with tutoring one of Miss Roberts' students.
- 9:15 - 9:30 - Went to several Homerooms to "round up" missing parent-approved schedules for Miss Roberts' students.
- 9:30 - 9:45 - Went to one of the teachers of the student being tutored to get her materials to give to the tutor who is coming in this morning to pick up texts and materials.
- 9:45 - 10:15 - Met with the tutor and told her the info I had been able to collect from the library and the student's teacher. Miss Roberts had another emergency appointment and was unable to meet with Mrs. Bearden, the tutor.
- 10:30 - 12:30 - Reviewed and sorted the volume of materials arriving by mail in response to our letters to industry and colleges
- 1:30 - 2:30 - Sorted Post-Hi questionnaires (now 100% complete) to give to 11th Grade counselors for review.
- 2:30 - 3:00 - Conference with Mrs. VanVoorhis regarding Occupational Materials and Manuals on file in Guidance Office.
- 3:00 - 4:30 - Studied D.O.T. volumes and manual as a follow-up to our In-Service Meeting with Dr. Munson at the U of R.

March 7, 1967

- 9:00 - 9:30 - Instructed secretary as to procedure for checking code sheets against student schedules for 9th graders. All code sheets for all grade levels must be checked before they are sent to G.E. on March 21.
- 9:30 - 4:30 - Started checking Mr. Shaw's code sheets against student-approved schedules for next year. (11th Gr.)

March 8, 1967

- 9:00 - 9:30 - Instructed secretary how to record Phys. Ed. swim levels on code sheets for 9th Graders.
- 9:30 - 4:30 - Finished checking Mr. Shaw's code sheets.

WEEK OF MARCH 6 - MARCH 10, 1967 (Cont'd)

March 9, 1967

8:30 - 11:00 - Cleaned up "problem" discovered while checking Mr. Shaw's code sheets. Acted in accordance with instructions received from the counselor in discussion of these problems.

11:30 - 4:30 - Started checking of code sheets for Mrs. VanVoorhis' 11th grade students.

March 10, 1967

NOTRE DAME

JUNIOR PARENTS WEEKEND

WEEK OF MARCH 13 - MARCH 17, 1967

March 13, 1967

- 8:30 - 9:30 - Continued checking of Mrs. VanVoorhis' code sheets.
- 9:30 - 12:30 - Worked with counselors in assignment of H.R. numbers to all students in all grade levels.
- 1:30 - 4:30 - Recorded P.E. swim levels on all incoming 9th graders--boys and girls. This was done on the code sheets.

March 14, 1967

- 8:30 - 9:30 - Sorted the Post-Hi Questionnaires into the categories the student has indicated. We ended up with the following major groupings:
- (1) 2 and 4-year colleges
 - (2) apprenticeship programs
 - (3) armed forces
 - (4) "other schools" such as beauty culture, etc.
 - (5) immediate employment
- 9:30 - 10:00 - Instructed office aides in the recording of P.E. levels on the 10th and 12th grade student code sheets.
- 10:00 - 11:00 - Conference with 11th Grade counselors as to materials and format to be used in the "college" group meetings which we will start first as the largest number of 11th graders are interested in going on to 2- or 4-year schools.
- 11:00 - 12:30 - Set up appointment schedule for N.Y. State Employment Service representative coming to IHS on Friday. Sent out notices and typed the appointment sheet.
- 1:30 - 4:30 - Worked on "catching up" my log.

March 15, 1967

- A.M. & P.M. - Worked with counselors and secretaries in recording student code numbers and Homerooms on code sheets for all grade levels.

March 16, 1967

- A.M. & P.M. - More of yesterday's work

March 17, 1967

- Still working on G. E. materials for the computer.
- A.M. - Still working on G.E. materials for the computer.
- P.M. - Seminar at the U of R

WEEK OF MARCH 20 - MARCH 24, 1967

- March 20, 1967 - These 2 days were spent in final checking of all areas on code sheets for all grade levels as the sheets had to be delivered to United Parcel Service by 4:00 P.M. March 21. Time was also spent in writing up our instructions to G.E. personnel regarding the materials we were shipping to them.
- March 21, 1967 -
- March 22, 1967 - Dr. Salim, counselors and teacher have been holding "coffee hours" during which the subject of communication between guidance and teachers was discussed. Three such meetings have been held and each session was taped.
- March 23, 1967 -
- I spent these 2 days transcribing these tapes and organizing the material in a manner in which it can be typed for use in a future meeting of counselors.
- March 24, 1967 - Good Friday - Easter Holiday

WEEK OF MARCH 27 - MARCH 31, 1967

Easter Recess

WEEK OF APRIL 3 - APRIL 7, 1967

April 3, 1967

- Matrix returned from General Electric. Day was spent recording the registration figures for each course offering, and reproducing copies of these registration figures for each department coordinator.

April 4, 1967

- 8:30 - 10:30 - Typed the "communication notes taken from the tapes on March 22 and 23. Dittoed same for Miss Leonard to distribute to counselors.
- 10:30 - 4:30 - Started work on the "speech" I am to deliver at the N.Y.S.P.G.A. annual meeting on April 10 as part of a panel discussion on the Counselor Asst. project.

April 5, 1967

- 8:30 - 9:30 - Dittoed a single-page hand-out to be used in connection with a trial-run group meeting today on post-high planning. The sheet is entitled "How to Complete a College Transcript".
- 10:30 - 11:10 - Observed Mr. Shaw and Mrs. VanVoorhis as they conducted the first Post-Hi Planning group session.
- 11:30 - 12:00 - Post-mortem of the Group session.
- 1:30 - 2:30 - Edited a 2-page hand-out entitled "Glossary of College Terms" - also for use in these group meetings. A secretary typed and dittoed copies for use in 2nd Group Session this afternoon.
- 2:30 - 3:15 - Again observed Mr. Shaw and Mrs. VanVoorhis as they conducted the 2nd of the Post-Hi group meetings.
- 3:30 - 4:30 - More work on the "speech".

April 6, 1967

- 8:30 - 10:30 - Typed "the speech" for Jayne to review during her visit this afternoon.
- 10:30 - 11:10 - Preparation for conducting the 3rd Post-Hi Group Meeting. I will conduct this one alone, with only the aid of Mrs. VanVoorhis who will come in during the final 10 minutes of the period to describe the "source materials" available in the G.O. and the library.
- 11:10 - 11:35 - 3rd Post-Hi Planning Group (I conducted the mtg; Mrs. VanVoorhis assisted.)

WEEK OF APRIL 3 - APRIL 7, 1967 (Cont'd)

April 6, 1967 (Cont'd)

- 1:25 - 1:55 - 4th Post-Hi Planning Group (Mrs. VanVoorhis and I!)
- 2:00 - 3:00 - Jayne's weekly visit. She read my "speech" while I was engaged in the above Group Meeting. During this hour we discussed the speech and suggestions and corrections considered. Will try to have a revised copy for the In-Service meeting tomorrow.
- 3:00 - 4:30 - Re-typed the "Communications" material for Miss Leonard. Following a meeting of Dr. Salim and the counselors, the areas have been broken down into three in number and committees appointed to work on each area. I typed the comments into these 3 areas and dittoed the sheets for distribution.

April 7, 1967

- 8:30 - 9:00 - Review of yesterday's group meetings with the counselors. Mr. Shaw contacted several students who had attended these sessions to get their reactions.
- 9:30 - 10:30 - Completed typing of 2 of the "Communications" areas and stapled the materials for Miss Leonard to distribute to counselors.
- 10:30 - 11:30 - Typed briefly on "the speech" before leaving for U of R In-Service Meeting this afternoon.
- 1:15 - 2:15 - Review of all the speeches - the 3 C.A.'s and Jayne's.
- 2:15 - 3:30 - Dr. Gladstein - "Techniques of Interviewing"

April 8, 1967

(Saturday) - Spent the afternoon polishing up the speech and typing it. Also went over it several times aloud to check for timing.

WEEK OF APRIL 10 - APRIL 14, 1967

April 10 thru April 12 - AT THE CONCORD

The panel discussion was well received on April 11.

April 13, 1967

- 9:00 - 9:30 - Delivered notices to homerooms for Group Meeting to be held tomorrow.
- 9:30 - 10:30 - Typed "Communications" area No. 3 for Miss Leonard.
- 10:30 - 12:30 - Assembled occupational materials for Dr. Munson's In-Service meeting tomorrow. He gave us a hypothetical case and asked us to hunt up appropriate occupational materials.
- 1:30 - 2:30 - 9th Grade Personality Rating Sheets are being revised. Made a ditto of a new proposed sheet for Miss Roberts to take to a committee meeting later today.
- 2:30 - 3:30 - Started making a "neat" copy of the speech I delivered on Tuesday. U of R has requested a copy of all the speeches delivered that day.

April 14, 1967

- 8:30 - 9:30 - Continued copying of the "speech".
- 9:30 - 10:10 - Group Meeting - Post Hi Planning
- 10:20 - 11:00 - Finished the speech and made copies of it for Jayne and the other 2 C.A.'s.
- 11:00 - 11:30 - Completed assembly of occupational materials for Dr. Munson's meeting this afternoon.
- P.M. - In-Service Meeting at U of R.

WEEK OF APRIL 17 - APRIL 21, 1967

April 17, 1967

- 9:00 - 10:00 - At U of R meeting on Friday, Dr. Munson and Blanche and I spent quite a bit of time discussing our presentation at "The Concord" and the reaction of those who had attended. This morning I related this discussion to Miss Roberts and Miss Leonard.
- 10:20 - 11:05 - Post-High Group Meeting
- 11:30 - 12:00 - Brought "up to date" the room-capacity-chart for the entire high school building. This information is necessary for master scheduling, and will be used this year in making room assignments for Suburban College Night (we are host school).
- 12:00 - 12:30 - Instructed secretary in typing of above room-capacity listing. Copies will be dittoed.
- 1:25 - 2:10 - Post-High Group Meeting
- 2:15 - 4:00 - The group meetings scheduled up to this point were pretty much hand-picked students. Now we must set up a schedule for the remainder of the students, so that they can all be fitted into a pattern of study halls. I started sorting the questionnaires (on which their study halls have been indicated).

April 18, 1967

- 9:00 - 2:30 - Spent the day organizing the Groups
- 2:30 - 3:00 - Sent out the notices for the Thursday Group meetings
- 3:00 - 4:00 - Typed some letters for Miss Leonard relative to Suburban College Night planning for next year.

April 19, 1967

- 8:30 - 9:30 - Conference with Miss Roberts relative to ordering of materials for next year (filmstrips, etc.).
- 9:30 - 10:30 - Conference with 11th Grade counselors relative to the Group meetings -- evaluation, possible revisions in view of student reaction and possible success of mtgs to date.
- 10:30 - 12:30 - Typed and dittoed a worksheet for one of the counselors in connection with the "Communications" committee.

WEEK OF APRIL 17 - APRIL 21, 1967 (Cont'd)

April 19, 1967 (Cont'd)

- 1:30 - 22:30 - Typed expense accounts for NYSPGA conference at the "Concord" for Miss Leonard, Miss Roberts and myself.
- 3:00 - 4:00 - Sent out notices for Friday Group Meetings and prepared for 1st period Group Meeting tomorrow.

April 20, 1967

- 8:20 - 9:05 --Post-High Group Meeting
- 9:15 - 9:30 - Mrs. VanVoorhis and I met with 5 students interested in hospital nursing programs following graduation. Set up a meeting date with them at which time Mrs. VanVoorhis will explain the various hospital programs and present literature on the subject.
- 10:00 - 12:00 - Miss Roberts, Miss Leonard and I previewed the G. E. output which has just been returned from Schenectady.
- 12:00 - 12:40 - Post-High Group Meeting
- 1:30 - 3:00 - Miss Vogan's weekly visit
- 3:00 - 3:30 - Sent out passes for Monday's group meetings.

April 21, 1967

- 8:20 - 9:05 - Post-High Group Meeting
- 9:15 - 9:45 - Sent out passes for Tuesday group meetings
- 9:45 - 10:30 - Prepared my "biographical data" for Miss Vogan. She needs it for inclusion in her project report.
- 10:30 - 11:10 - Conference with Miss Roberts re "Family Generator" output from G.E.
- 11:10 - 12:00 - Post-High Group Meeting
- P.M. - In-Service Meeting at U of R (Dr. Zimpfer)

WEEK OF APRIL 24 - APRIL 28, 1967

April 24, 1967

- 8:20 - 9:00 - Post-High Group Meeting.
- 9:30 - 10:15 - Follow-up conference with Junior counselors re progress of the group meetings to date.
- 10:20 - 11:10 --Post-High Group Meeting
- 11:10 - 1:30 - Work on Master Schedule with Miss Roberts
- 1:30 - 2:00 --Sent out passes for Wed. groups
- 2:10 - 3:00 - Post-High Group Meeting
- 3:00 - 4:30 - Work on the Master Schedule

April 25, 1967

- 8:30 - 11:00 - Master Schedule
- 11:10 - 12:00 - Post- High Group Meeting
- 1:30 - 2:00 - Sent out notices for Thurs. groups.
- 2:00 - 4:30 - Master Schedule.

April 26, 1967

- 8:30 - 9:00 - Conference with Junior Counselors re Group reactions observed to date (both C.A. and counselors).
- 9:30 - 10:20 - Post-High Group Meeting.
- 10:20 - 11:10 - Recording Group attendance and re-scheduling absentees for future meetings.
- 11:10 - 11:35 - Post-High Group Meeting.
- 12:00 - 12:30 - Sent out passes for Group meetings on Friday.
- 1:30 - 3:00 - Master Schedule.
- 3:00 - 3:45 - Post-High Group Meeting (for those students who have no Study Halls and cannot attend group meetings during regular day).
- 4:00 - 4:30 - Master Schedule.

WEEK OF APRIL 24 - APRIL 28, 1967 (Cont'd)

April 27, 1967

- 8:30 - 9:30 - Started cutting the stencil of my "speech" (delivered at the NYSPGA Convention on April 11th). U of R has asked that this be done on a stencil and delivered to them for "running" in connection with the compilation of the complete C.A. report.
- 9:30 - 10:20 - Post-High Group Meeting
- 10:20 - 11:55 - Finished cutting stencils started earlier today.
- 11:55 - 12:35 - Post-High Group Meeting
- 1:30 - 2:00 - Sent out passes for Monday meetings.
- (Miss Vogan did not come today ---- illness)
- 2:00 - 4:30 - Master Schedule

April 28, 1967

- 8:20 - 9:00 - Conference with Miss Roberts concerning areas to be reported upon for C.A. final report.
- 9:30 - 10:10 - Post-High Group Meeting
- 10:15 - 11:10 - Recorded absences and re-scheduled absentees for future group meetings
- 11:10 - 11:35 - Post-High Group Meeting
- P.M. - Seminar at U of R

**APPENDIX E: Activity Reaction Sheets for Counselor
Assistants and Supervising Counselors -
Representative Samples of Activity
Reaction Sheets**

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: A

Description of Activity (Including time duration & grade level)

TRANSCRIBING TAPES OF COUNSELOR-FACULTY GROUP MEETINGS

Miss Leonard, our Director of Guidance, assigned me the task of transcribing tape recordings of 4 counselor-faculty group meetings. These meetings involved all the 9-12 counselors and were about an hour in length. They were called in an effort to get the teacher viewpoint as to how communications with students could be improved.

18 hrs. - Transcribing the tapes, coordinating "like" subject areas, noting tape footage at each "change of subject", and typing ditto masters of these notes.

These transcribed notes were distributed to counselors and Dr. Salim (Developmental Counseling Project) at a subsequent meeting. The notes on the 4 sessions were cut apart and re-assembled into 4 or 5 broad areas. Committees were appointed to study each area. To facilitate their work, I re-typed the notes into these broad areas, making ditto master of each set of notes.

3½ hrs.- Re-typing notes into "areas"

Chairman of one of the committees asked me to make a ditto of her worksheet for presentation at follow-up meeting. This was a 2-hour job.

Personal Reactions Concerning Activity:

While this could probably be called clerical, it was one of the more interesting phases of the clerical.

Perceived Outcomes Regarding Activity:

The committees are still at work on this project; I was happy to provide some of the tools with which they could better work.

Variety of Activity: Routine _____ Special: X

Source of Activity: UR _____ SC _____ Other Miss Leonard, Director of
Guidance

SUPERVISING COUNSELOR: ACTIVITIES/REACTION LOG

Name: A

Description of Activity:

Transcribing of tapes of Counselor-Faculty group meetings.

Perceived Outcomes Concerning Activity:

To give the counselors a summary of the ideas and suggestions made by the teachers of ways in which communication about students could be improved between the Guidance Department and the Faculty.

Personal Reactions Regarding Activity (Including C.A. performance and perceived value to Counselor in released time):

Really this was a routine job, but because there had been some reference made to our secretaries, we did not want to give this job to one of them. If the Counselor Assistant had not done this, then one or more of the counselors would have had to take the time to summarize the four tapes. She did a very complete job in summarizing these meetings, so that we were able to start at the next group meeting sorting them out for small group action.

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: A

Description of Activity (Including time duration & grade level):

REGISTRATION (including Master Schedule - All grade levels)

This area of activity was included in my Reaction report of 12/8/66. Because different phases of Registration and the Master Schedule were covered during this 2nd report period, I will merely itemize these and not the time duration.

- 4 hrs.- Cut stencil and mimeographed registration forms for all grade levels.
- 1 hr. - Assisted in stapling of orientation-meeting materials.
- 1 hr. - Attended student orientation assembly program.
- 12 hrs.- Assisted Miss Roberts with checking and updating of new Code Sheet; cut the rather complicated stencil and mimeographed copies for Grades 10, 11, 12.
- 4 hrs.- Devised new "Registration Appointment Notice", cut stencil and mimeographed several thousand copies.
- 1½ hrs.- Corrected stencil of 9th Grade Code Sheet and mimeographed revised copies.
- 14 hrs.- Corrected Study Hall list for 2nd semester, including photostation 7 pages of Study Hall changes for teacher use. Also recorded changes resulting from the Driver Ed classes scheduled in January + changes in Study Halls necessitated by our lack of a Reading Teacher again this semester.
- 2 hrs.- Set up system of "boxes" for counselor use in submitting registration materials for checking by a staff of secretaries.
- 1½ hrs.- Conferences with MCR relative to steps necessary for meeting General Electric deadline on sending of registration materials; dittoed notice to counselors regarding procedures for meeting this deadline.
- 2 hrs.- Assigned student Code #'s on Homeroom lists for all levels (Our new secretary was instructed about this task and carried it on to completion.)
- 3 hrs.- Cut and ran stencils publicizing a new Science 12 course.
- 25 hrs.- Organized Code Sheets and Parent-Approved Schedules and checked one against the other (for present 11th grade students).
- 3 hrs.- Assisted MCR and Miss Leonard in the assignment of Homeroom #'s for next year (all grade levels).
- 3 hrs.- Helped record Phys Ed swim level on 9th Grade code sheets.
- 12 hrs.- With help of secretary, recorded student Code # and Homeroom # on all Code Sheets for All grade levels.
- 16 hrs.- Helped in a final check of all Code Sheets prior to shipment to G.E. plus preparation of materials for shipment + set of instructions included in the shipment for G.E. staff.
- 8 hrs.- Following the return of the Matrix from G.E., helped record registration figures in all courses for next school year.

Description of Activity (Contd):

- 9 hrs.- Helped "up-date" our room-capacity listing.
- 3 hrs.- When "family generator" output came back from G.E., sat in with MCR and Miss Leonard while trying to interpret same to best meet our needs.
- 80 hrs.- Worked with MCR (and 2 secretaries on various occasions) in developing the Master Schedule. This included writing of the lay-out sheets for the computer.
- 8 hrs.- Helped develop several information bulletins issued to the counselors relative to revised scheduling procedures and use of the tentative Master Schedule. Dittoed and distributed same.

Personal Reactions Concerning Activity:

I enjoy working with this phase of school work. It presents a challenge and gives one an opportunity to "think". Computers are fascinating electrical monsters with an apparently unlimited capacity to turn out data. The utilization of this data in the most effective way possible is the responsibility of Guidance Department since it is the responsibility of this Department to build the master schedule each year. I feel privileged to be able to be allowed to "work along with" this group.

Perceived Outcomes Regarding Activity:

In the final analysis, our aim is to build a master schedule that will allow as many students as possible to be enrolled in the courses of their choice. This involves completing the registration of 9-12 students in the time allotted, plus the preparation of computer materials--then the resolution of schedule conflicts, and finally the print-out of 2000 schedules in time for the opening of school in the fall.

Variety of Activity: Routine____ Special: Annual

Source of Activity: UR____ SC X Other_____

SUPERVISING COUNSELOR: ACTIVITIES/REACTION LOG

Name: A

Description of Activity:

Registration

Perceived Outcomes Concerning Activity:

To assist in development of Master Schedule for school that is as conflict-free as possible, and yet meets the desires and needs of students, teachers, and administration.

Personal Reactions Regarding Activity (Including C.A. performance and perceived value to Counselor in released time):

This task involves C.A. working with many people. This area is a responsibility of mine in addition to my grade level counseling assignment. It required the C.A. to be a person who could work with the many people involved in this far-reaching project. These people are administrators, department coordinators, counselors, representatives from General Electric Company, and secretaries. It also required that the C.A. be a person who could work with the logic of data processing as well as be precise and accurate with detail. This is a time-consuming job affecting the entire shhool. Counselor Assistant has been invaluable to me in helping me to think through all the many facets of this enormous task--from preparatory planning to actual registration of individual students. This task involves not only working with General Electric in the mechanics of development of the Master Schedule, but also culmination of an academic schedule satisfactory to administrators, students, and teachers. Counselor Assistant has worked with me on this assignment for the past few years and I have the utmost confidence in her ability to take over some of the responsibility for this operation, thereby permitting me to return to my grade level responsibilities.

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: A

Description of Activity (Including time duration & grade level):

Training of a New Secretary:

During February we finally were successful in getting a replacement for the secretarial desk which I had vacated in October. Mrs. Greenberg, however, is available to work only 3 days per week. I spent a couple of hours with her at Miss Leonard's request, in general orientation information relative to the Guidance Office. Then as the occasion arose, I trained her to take over some of the tasks which I had continued to handle since taking over the Counselor Assistant role. These included such things as scheduling 12th graders for interviews with the NYS Employment Service.

Personal Reactions Concerning Activity:

Mrs. Greenberg is very interested in learning. She has worked along with the Supervising Counselors and myself in many of the areas covered in these Reaction Reports. Her time has not been accounted for specifically in these areas, nor has my time in instructing her; however, she has aided in many ways to help us meet deadlines. This is always true of an "extra pair of hands", but only if they are "good hands". It has been a pleasure to work with this secretary because of her interest and willingness to learn, as well as her ability to follow instructions. Her being here has now released me to work with the Supervising Counselors in the areas where I can be most useful.

Perceived Outcomes Regarding Activity:

The addition of the extra part-time secretary has relieved me of the clerical tasks I had continued to do since leaving the secretarial desk last fall. This has given me additional time to act in the Counselor Assistant role.

Variety of Activity: Routine____ Special: X

Source of Activity: UR____ SC____ Other Director of Guidance

SUPERVISING COUNSELOR: ACTIVITIES/REACTION LOG

Name: A

Description of Activity:

Training of new Secretary

Perceived Outcomes Concerning Activity:

To train a new secretary in areas of work previously done by the Counselor Assistant.

Personal Reactions Regarding Activity (Including C.A. performance and perceived value to Counselor in released time):

Some one of the Counselors or the Director would have had to take the time to train this new secretary if the Counselor Assistant had not done so. Since she was hired to replace the Counselor Assistant, and this was a move to keep tasks that are clerical in nature out of the duties of the Counselor Assistant, we felt justified in asking her to train her in specific jobs.

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: A

Description of Activity (Including time durationn & grade level):

NEW STUDENT REGISTRATION - 9th Grade Level - 2 hrs.

Set up a schedule of classes for a transfer student following his interview with Miss Roberts, his counselor. Miss Roberts gave me the list of courses decided upon during the interview with the student. I merely did the mechanics of deciding which subject he would take which period, and wrote up his schedule of classes. I took him to the Main Office and helped him get his lock, then located his hall locker, and generally helped him find his way around the building. The following day when he came into the office to see Miss Roberts (who was busy with an appointment), I took the boy into my office and completed his biographical data sheet.

Personal Reactions Concerning Activity:

I enjoy this personal contact with the students, particularly when I feel that I can be of help in easing apprehensions or giving helpful information.

Perceived Outcomes Regarding Activity:

The mechanics of registering a new student, once his course selections have been determined by him and his counselor, can easily be taken over by the Counselor Assistant. This releases the counselor for more professionally demanding tasks.

Variety of Activity: Routine could easily be Special:

Source of Activity: UR SC X Other

SUPERVISING COUNSELOR: ACTIVITIES/REACTION LOG

Name: A

Description of Activity:

New Student Registration

Perceived Outcomes Concerning Activity:

To get student scheduled in classes

Personal Reactions Regarding Activity (Including C.A. performance and perceived value to Counselor in released time):

This was a routine job of making out a class program and schedule for the student, following the initial interview by me in which the student made his choice of courses. The Counselor Assistant also helped the student to obtain a lock and locker, and to find his way around the building. She also completed a biographical sheet for his folder. I have used this biographical information in following up with both the student and the parent. I continued with my regular work, while the Counselor Assistant was working out a schedule. Normally, I would have had to cancel some appointments in order to have the time to get the boy started in his program.

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: A

Description of Activity (Including time duration & grade level):

GROUP WORK: For the purpose of group guidance meetings, 240 of Miss Roberts' counselees were scheduled into 25 groups. They were scheduled out of Study Halls only. An effort was made to limit the size of each group to 10 students and to keep an even sex ratio. Four track breakdowns were made as follows:

- (1) Students registered in Track I + II courses
- (2) Students registered in Track II courses only
- (3) Students registered in Track II + III courses
- (4) Students registered in Track III courses only

Counselor planned to meet once with each group by early December. A form was mimeographed for use in notifying the student of the group meeting. I made out the appointment notices and printed place cards for each student. Two days prior to the meeting, notices were put in homeroom teachers' mailboxes for distribution. For future meetings, office aides will write the student's name and homeroom on the appointment notices - all 240 of them in advance. I will then sort them into groups. The name cards printed for the first meetings have been saved for use throughout the year.

Time was reserved in the Guidance Conference Room for these group meetings. Miss Roberts planned to include the following in each group meeting (45 min. period):

- (1) Introduction of herself as their Guidance Counselor
Introduction of me as CA (we both had place cards on the table)
- (2) Explanation of various mimeographed forms used regularly in the Guidance Office (interview notices, notice for appointments initiated by the student, etc.)
- (3) Tour of the Guidance Office (pointing out Miss Roberts' office, CA office, secretarial desk in central Guidance lobby, etc.)
- (4) Film Strip - YOUR FIRST YEAR IN HIGH SCHOOL - Part I and II
(time: 12½ min. per part)
- (5) Discussion regarding the film during the time the filmstrip is being changed from Part I to Part II.
- (6) Discussion following Part II of the filmstrip

Miss Roberts conducted 4 meetings (one of each of the four track breakdowns) and I sat in on these and observed her method of conducting the sessions. After each session, we sat down together and discussed various things that had happened or been observed during the meeting. We made a few notes as to students whom we felt (as a result of our observations during the group meeting) should be scheduled for an individual interview by Miss Roberts.

GROUP WORK (continued)

I conducted the 5th meeting and on thru the 25th meeting, with the exception of 2 meetings which Miss Roberts conducted while I was at the UR. Following each session I wrote a follow-up report. At first I included only the obvious or outstanding points I observed about a few members of the group. I soon felt, however, that I could or should make a brief note about each student who attended. (Ex: if the student was attentive, interested, bored, easily distracted, etc.; students comments regarding his feelings about high school as opposed to junior high; any career plans mentioned; any questions posed by the student which would indicate he would profit from a counselor interview.) In order that the group would respond freely, no notes were taken while the group was in session. I did, however, try to write my report immediately following the session.

As the students came into the meeting room, they placed their books on a counter, picked up their own place cards from the counter, and then seated themselves at the tables in a place of their choice. This was an effort to get away from the structured "school room" situation — each had freedom in choosing where he sat and next to whom. The name cards were placed on the table in front of each student—an attempt on my part to "put a name with a face". I set up the projector, screen, and vic. I re-wound each part of the filmstrip immediately following its use, talking with the group while so doing. There was no "clean-up", as such. Place cards not picked up from the counter indicated attendance for each group. It is our plan to record attendance on a card system devised by Miss Roberts. The cards have been mimeographed but the recording has not been started as of this date (12/8/66).

Personal Reactions Concerning Activity:

Admittedly, I was apprehensive about this phase of the project which Miss Roberts was willing to entrust to me. After my first session, however, my apprehensions disappeared and I began to enjoy each meeting more and more. Each was different from the other, depending upon the make-up of the group, the number involved, the time and period of the day. In most cases the students were courteous and attentive. They responded readily and their almost-perfect attendance would indicate their apparent interest in the group meetings.

Perceived Outcomes Regarding Activity:

By constant interchange of information between Miss Roberts and me, I know that she has found very positive benefits resulting from these group sessions. She has told me about her favorable reactions and her enthusiasm has made me feel that I have performed a service for her and her counselees, and, apparently, I have done an adequate job of our first venture in group guidance. It is a pleasure to work with this counselor; she is not conscious of "status" in our relationship. We discuss our plans together and try to incorporate the ideas each of us think will improve a situation. Above all, she has shared with me her vast knowledge and experience in the field of guidance and I am

GROUP WORK (continued)

indebted to her for this and for the trust and confidence she has placed in me. Her SUPERVISING COUNSELOR REPORT will undoubtedly include the benefits which she feels have resulted from this group work. I will not reiterate them in this report. However, I would like to add that, in addition to the personal benefits mentioned above, I feel our efforts are rewarded by the smile of a 9th grader who now recognizes you, and who now comes to Guidance without fear or apprehension. He knows the routine of the office, he is relaxed and responsive, and he knows help is here for the asking.

Time Duration:

Conferences with MCR re "plan of attack", preview of filmstrip, etc. - 2½ hrs.

Setting up time periods for the groups - 17 hours for 25 groups

Preparation of materials (stencil for appointment notice) - 1½ hrs.

Setting up of appointments for each group (date and period) - 1 hr.

Time per group meeting (including writing of appointment notices, preparation of the meeting room, the actual meeting, and writing the follow-up) - 1½ hours per group (this is a minimum time estimate)

Recording on index guide cards (25 of them) the dates on which each group met (each group was assigned a Group #), plus the areas covered in that group session (Orientation, Tour, Filmstrip with the identification used for the first round of meetings.) - 1 hr.

Cutting and running of stencil for 3X5 "GROUP RECORD" card. A card will be used for each student, and on this card will be recorded only the Group # and the date of the meeting he attended. Absentees will have no date recorded. Areas covered in the meeting can be determined by referring to the Index Guide Cards mentioned above. (Actual posting here has not yet been done.) - 1 hr.

Plans for 2nd Group Meetings: Pre-registration Materials will be discussed when we meet these groups again. About 4 hours of time was spent in conference with Miss Roberts and in assembly of data with which to work in order to plan the group priority #'s in order to facilitate these sessions. Miss Roberts would like to have each student attend this pre-registration series before she actually talks to him about selection of his schedule for 10th grade. Inasmuch as the homeroom teachers are asked to aid us in registration by collecting the registration form which the student takes home for parent signature, it is much easier to have the counselor register all the students in one homeroom before going on to the next. Thus it is important to plan the group sessions so that a complete homeroom has had the group meeting prior to the registration interview with the counselor.

Variety of Activity: Routine X & Special: X

Source of Activity: UR SC X Other _____

SUPERVISING COUNSELOR: ACTIVITIES/REACTION LOG

Name: A

Description of Activity:

Group Work

Perceived Outcomes Concerning Activity:

1. Introduce myself and Counselor Assistant to entire group of counselees.
2. Make 9th Grade students familiar with Guidance Office and procedure used in contacts with students.
3. Try to prepare students, through film, of changes involved in High School and in their personal relationships at this age.
4. Any indications of a student that perhaps should be interviewed individually immediately.

Personal Reactions Regarding Activity (Including C.A. performance and perceived value to Counselor in released time):

The students are not apprehensive when they receive a notice for a scheduled appointment. They know who I am and where my office is. I scheduled students for individual appointments on the basis of observations reported by the C.A. from the group meetings, instead of alphabetically as I had done previously. I began these individual interviews and carried them on while the Counselor Assistant was working with other groups. The observations reported by the Counselor Assistant were very perceptive and indicated students who needed help adjusting both academically, personally, and socially.

The climate of my individual interview following a group meeting is open and students give indications of being at ease and comfortable in the situation. I have been able, in these interviews, to get students talking about their feelings concerning school and the manner in which they started off the year. To me, to be able to start, in the first interview, having students indicate feelings is setting the environment for future counselling sessions in which the student will feel free to get into areas of concern to him. My hope here is that this will lead to more depth counselling as opposed to the superficial and mechanical counselling.

The manner in which the Counselor Assistant worked with these groups was excellent. She was successful in helping the kids to feel at home in the office. They came in with confidence, and without hesitation knew what Secretary or counselling office to approach depending on their mission. Previously Freshmen have been wild-eyed, lost, and unsure of themselves when coming in. As I have talked with them individually, they have given every indication of knowing who and where there was someone to help them, instead of feeling so alone.

Her observations on individual students to me, after each group session proved her depth of understanding of kids. These observations ranged from objective statements regarding actions to educated guesses that perhaps a student might be a "loner" and more comfortable in a one-to-one situation.

I have been very pleased with the entire Group Guidance Program. This is the first time I, as a Counselor, have attempted a program of this kind with my entire student load. I have appreciated being able to discuss the mechanics of the program as well as discussion areas for future meetings with the Counselor Assistant. I have great respect for her judgment. This program has resulted in an excellent relationship between us. We discuss together the good points and the areas where we would like to see improvement. We both feel this is a program that has merit, we want it to be successful, and we are both deeply involved in this effort.

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: A

Description of Activity (Including time duration and grade level):

GROUP WORK (Post-Hi Planning Information) - 11th Grade

Three types of Post-High planning meetings were envisioned at the beginning of this Group project:

- (1) for the students interested in further education (2-Yr. & 4-Yr. Schools)
- (2) for the students interested in apprenticeship programs
- (3) for the students interested in immediate post-high employment

This was a 2nd Semester project, and time ran out before we were able to make all of these dreams a reality. We succeeded in accomplishing only the first of our three goals — No. 1 listed above. Therefore this Reaction Report will include timing for only the one portion:

- 9 hrs. - Conferences with 11th grade counselors regarding "method of attack", areas to be covered, format to be used, periodic post-mortems and evaluations. (Sample of format attached.)
- 2½ hrs. - Pre-viewing of recording, reading of booklets and materials for possible use in the sessions.
- 6½ hrs. - Writing letters to industry and college requesting literature, application forms, etc. for use in the meetings.
- 1 hr. - Review of materials received in response to our request letters.
- 2 hrs. - Compiling and dittoing hand-out materials to be distributed at the sessions. (samples attached)
- 3 hrs. - Preparing questionnaires for students to indicate their post-high plans. This included cutting stencil and mimeographing the form. (Sample attached)
- 3½ hrs. - Checking questionnaires and sorting into groupings.
- 6 hrs. - Scheduling the "2-Yr. and 4-Yr. School" students (out of their Study Halls).
- 2 hrs. - Recording attendance and re-scheduling absentees.

We held 37 of these Group Meetings. Approximately 1½ hrs. of time is required for each meeting, broken down as follows:

- 37 Group Meetings @ 45 min. per actual meeting time
 - 15 min. - writing and sending out app't notices
 - 10 min. - setting up of meeting room + clean up
 - 10 min. - recording attendance on the upper portion of the green questionnaire. This portion of the questionnaire is returned to the proper counselor, indicating the date on which each student attended a group session. They are alphabetized for current use and will eventually be filed in the student's cumulative folder for future reference.

GROUP WORK (Post-Hi Planning Information) - 11th Grade (Contd)

A form has been devised to corral 59 of the "2-Yr. or 4-Yr. School" group who failed to attend their scheduled group meetings. We have scheduled 5 make-up meetings the first week in June for these students. If they fail to attend, we cannot continue to chase them. Their record will be filed to show the dates on which scheduling was attempted.

Mrs. VanVoorhis, junior counselor, also conducted one after-school session for girls interested in the hospital nursing programs. I observed this session and took notes for my future reference. (1 hour of time)

Personal Reactions Concerning Activity:

This type of Group Meeting is of particular interest to me because I have 3 youngsters of my own in college and I understand the anxieties of these 11th graders and their parents. If I can answer any of their questions or ease any of their apprehensions, I will feel that my time with them has been well spent.

These 11th Grade Counselors are a joy to work with. They are bubbling with ideas and are willing to try them all. It has even been suggested that I conduct some Post-High Planning Groups for parents of students who have college-bound youngsters for the first time in their lives, and I am enthusiastic about trying this idea in the fall.

These counselors give me complete freedom to implement their ideas or my own when we are organizing an activity. They communicate — with each other and with me. They are lavish in their praise of a job well done. They are not threatened by such a person but rather welcome any such assistance in a friendly, "non-status" manner.

Perceived Outcomes Regarding Activity:

The information covered in these Group Meetings is the same information formerly repeated by an 11th Grade Counselor at each individual student interview. Now fortified with this information prior to an individual meeting, the student should profit more from his counselor interview because he should now be able to get down to specifics. It is our hope that this will escalate college planning. Probably real values cannot be claimed until mid-point of the 12th Year, however, when we compare the progress of this class with that of previous senior classes.

Variety of Activity: Routine X(now) Special:

Source of Activity: UR _____ SC X Other _____

SUPERVISING COUNSELOR: ACTIVITIES/REACTION LOG

Name: A

Description of Activity:

Group Work - 11th grade

Perceived Outcomes Concerning Activity:

At each grade level there is so much information that should be made available to the students, but the time with them is so limited. Group meetings help solve the problem. The materials by the C.A. in these sessions have helped the students get an overall view of the steps they will be taking in the next few months.

Personal Reactions Regarding the Activity:

I am very grateful to have been able to take part in this project, but I'm extremely grateful to have a C.A. who was so capable, so dedicated, so enthusiastic, so professional. She brought a dimension into the group meetings that I could not have brought. The students recognized in her a mother — a mother who had college age children who had recently faced problems similar to their own. The questions they raised in later individual sessions reflected knowledge they had gained in the group sessions with the C.A. The future success of a C.A. program will stand or fall on the selection of the personal qualities even more than the "para-professional" qualities of the Assistants selected. We had both.

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: B

Description of Activity (Including time duration & grade level):

Talked with representative of Central City Business Institute. Notified students interested in business schools and called them in for interviews.

Personal Reactions Concerning Activity:

Counselors were not available so I explained my position as Assistant and talked with representative.

Perceived Outcomes Regarding Activity:

Saved counselors time by securing information—this could be done in most cases. I usually arrange interviews with students and this could be part of my duty also.

Variety of Activity: Routine x Special:

Source of Activity: UR SC x Other _____

SUPERVISING COUNSELOR: ACTIVITIES/ REACTION LOG

Name: B

Description of Activity:

Assigned the responsibility of answering all admissions officers' requests for interviews, putting the dates on the guidance calendar, looking up data on these colleges before these people come and having the notices ready on the proper day to be read over the announcements.

Perceived Outcomes Concerning Activity:

To have a more accurate system of keeping track of these requests and finding a place for them to talk with the students. This last job is time consuming because of the limited amount of free space available during the school day.

Personal Reactions Regarding Activity (Including C.A. performance and perceived value to Counselor in released time):

Done very well except for a few notices which were overlooked so that they were not ready to be made over the morning announcements

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: B

Description of Activity (Including time duration & grade level):

Went to homerooms to announce and distribute applications for interviews with New York State Employment Service. 12th graders

Repeat visit to collect applications.

Prepared schedule of appointments and made out notification of time slips for students.

Arranged room and talked with N.Y.S. person

Return visit to see students again. Set up schedule, etc.

Personal Reactions Concerning Activity:

No problems.

Perceived Outcomes Regarding Activity:

Could be a repeat job each year.

Variety of Activity: Routine____ Special: 2 a year

Source of Activity: UR____ SC x Other_____

SUPERVISING COUNSELOR: ACTIVITIES/REACTION LOG

Name: B

Description of Activity:

Distribute applications for N.Y.S. Employment interviews. Complete scholastic data on all when returned.

Set up an appointment for each student to talk during his study hall time with a representative from the N.Y.S.E. office.

Perceived Outcomes Concerning Activity:

An organized, efficient schedule for the person coming in to be able to follow.

Personal Reactions Regarding Activity (Including C.A. performance and perceived value to Counselor in released time.):

Thoroughly done.

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: B

Description of Activity (Including time duration & Grade level):

Each day of the three week ineligible detention period I checked students who had not shown up. I would see them twice and if they still did not attend, the matter was turned over to the Vice Principal for further action. This was a daily process which took several periods.

Personal Reactions Concerning Activity:

I feel this method is not effective. There is no follow-up on skippers and they do not have to make up missed periods. Found there were nearly always the same students involved. There must be a more effective method.

Perceived Outcomes Regarding Activity:

Unless the administration changes the procedure, this will go on each 3-week period.

Variety of Activity: Routine: _____ Special: x

Source of Activity: UR _____ SC _____ Other _____ Administration _____

SUPERVISING COUNSELOR: ACTIVITIES/REACTION LOG

Name: B

Description of Activity:

Ineligibility checking

Perceived Outcomes Concerning Activity:

Hoping to raise students averages to passing.

Personal Reactions Regarding Activity (Including C.A. performance and perceived value to Counselor in released time):

This took a lot of time each morning to check the list of those who stayed and those who did not stay 8th period for extra help and then trying to find out the reason they didn't stay. In my opinion this was more an administrative than guidance function but it was delegated to us to do.

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: B

Description of Activity (Including time duration & grade level):

Worked on proposed school handbook. We had sent to area schools for copies of their handbook and I went through each and picked out material, ideas for use in our own handbook.

Personal Reactions Concerning Activity:

I found this very interesting. We really need a handbook for our students and I found lots of good ideas. Material was turned over to Mr. Coburn. Nothing further done.

Perceived Outcomes Regarding Activity:

Hope administration will go ahead with outline I started.

Variety of Activity: Routine _____ Special: X

Source of Activity: UR _____ SC X Other _____

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: C

Description of Activity (Including time duration & grade level):

Guidance Library - Supervising
Filing and arranging materials
Arranging displays
Aiding students in finding materials
Explanation of material to students new to library
Sending for new material

Personal Reactions Concerning Activity:

With someone available in the library other than the counselors, I feel that the students are starting to realize that it is a place where they can look around and ask questions more freely.

Perceived Outcomes Regarding Activity:

The library should become a much greater advantage to the students, make them more aware that there is material to help them get information on what they are interested in for the future.

Teachers can also take advantage of this, knowing students can find material for assignments in the world of work.

Variety of Activity: Routine X Special:

Source of Activity: UR _____ SC X Other _____

SUPERVISING COUNSELOR: ACTIVITIES/REACTION LOG

Name: C

Description of Activity:

Occupational Library - Supervisor. Maintains files of occupational literature as well as orders new materials. Helps students who come into library to find material as well as gives conducted tours to those who are there for the first time.

Perceived Outcomes Concerning Activity:

Students are more interested in exploring the world of work and classroom teachers are more willing to give assignments which involve the use of these materials.

Personal Reactions Regarding Activity (Including C.A. performance and perceived value to Counselor in released time):

Mrs. Martin has good rapport with students and they respect her discipline. It has not been possible in the past to supervise or give aid to students who used the library.

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: C

Description of Activity (Including time duration & grade level)

Occupational work with counselors - 9th Grade

Administered Kuder Record to students in classroom. Helped them with scoring and making out profile sheets for the Kuder and the DAT. (The DAT scores were passed out.) Explained different parts of the Kuder. Showed film on "Choosing an Occupation".

Collect work sheets (these sheets were passed to students asking for 3 or 4 occupational interests & a short paragraph on how the Kuder & DAT may have helped them). I checked these sheets for occupational interest.

Some of the classes were unable to participate in the classroom so I had these students come to the Guidance Library during a study hall period. I sent out pre-signed passes for these students. I followed same procedure as in classroom.. About 10 or 12 students came in at one time.

Personal Reactions Concerning Activity:

After participating with the counselors in the classroom, I really feel that I could continue to do much of this program. I realize there are certain things I can't do but it could be planned accordingly. I noticed that students participated & reacted more freely in the group work in library. Smaller groups make it more of a discussion period, more relaxed than in a classroom.

Perceived Outcomes Regarding Activity:

Students were all given their DAT scores. They could compare with the Kuder for interest and ability.

Gave students a chance to do some thinking about occupations, make them more aware of what to look for as far as their own interest & ability goes.

Enabled us to get a good range of occupational interest to use when choosing movies, film strips, or for occupational material needed in library.

Variety of Activity: Routine - X Special:

Source of Activity: UR _____ SC _____ Other _____

SUPERVISING COUNSELOR: ACTIVITIES/REACTION LOG

Name: C

Description of Activity:

The counselor assistant administered the Kuder preference tests in the 9th grade social studies classes under the supervision of the counselors. Later she explained the use of the profile sheets for both Kuder and D.A.T. tests and assisted students in filling these out.

The C.A. ordered, previewed, and presented the movie "Choosing an Occupation".

The C.A. assisted the guidance counselors in distributing work sheets on occupational interests. These she filed for future group work with students.

Perceived Outcomes Concerning Activity:

The counselor was able to give more individual assistance to students while making out their profile sheets. This meant that the C.A. was also helping them and they appreciated the individual help.

The Counselor was able to continue seeing students while the movie was being shown. Without the C.A. she would have had to supervise the students during the movie and this would have meant her other duties would be neglected. In fact it has not been possible to show these movies in the past because of this.

Personal Reactions Regarding Activity (Including C.A. performance and perceived value to Counselor in released time):

The C.A. did an excellent job of explaining instructions for the Kuder preference test and for the filling out of the profile sheets for both D.A.T. and Kuder. The students responded well and were not hesitant about asking questions. It gave the students a chance to know her also.

The supervision of the movie was well done and it was only necessary for the counselor to check occasionally.

The occupational work sheets were a beginning for future group work and we feel we have something good started!

If the students come down to see a movie they are becoming accustomed to finding their way to the occupational library and may use its facilities more frequently. This is also true of the group work. They may realize what material we do have available and how it pertains to them and their future. We hope they will continue to explore the world or work as a result.

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: C

Description of Activity:(Including time duration & grade level)

Special Programs - Occupational Library: Feb-May - 7th, 8th, 9th grades

a. Met with counselors & talked with Mrs. Young, representative of nursing about visiting us & talking with students. Mrs. Young came on Feb. 14th. Also met with Mr. Crilly, CPA on March 21st (same procedure as above). He visited us on March 21st.

Have shown movies & film strips. Each one is shown for a full day, all 8 periods, so any student may have an opportunity to see them. (Examples: "Home Economics as a Career", "A Stewardess From American Airlines", "Thin Blue Line", "A Story with a Happy Ending", "Dictation", "This is a Reality" (Army Reserve). I have been keeping a file on different occupational films & material on where they can be obtained. I am constantly looking for new materials.

Preview all films, also visited high school to preview a film.

All of these activities include booking projector, ordering films, set up equipment, making out announcements, calling study halls, returning equipment, supervision.

Personal Reactions Concerning Activity:

Students have shown a great interest; & since they realize that I plan on having more of these programs, are very enthusiastic. I have been asked by students if I could have a movie on a particular occupation they are interested in.

The movies I have shown are very good, and I'm sure the students get some good information from them. This is something they can volunteer to come and see but are not forced to, therefore, being able to choose brings more interest.

Perceived Outcomes Regarding Activity:

I hope to show more movies & follow with visitors to give the Junior High students a wide range of occupational information. To interest them without the pressure of choosing which they will encounter later on in high school.

Variety of Activity: Routine X Special:

Source of Activity: UR _____ SC X Other _____

SUPERVISING COUNSELOR: ACTIVITIES/REACTION LOG

Name: C

Description of Activity:

Arrangements were made for special programs to take place in the occupational library. Mrs. Young asked to come and talked to the students about careers in nursing and Mr. Crilly wished to talk with them about careers in accounting. The C.A. made the arrangements for them to come, contacted the students and faculty about the programs and supervised the group meeting with these people.

Several movies were shown by the C.A. during these months. Each was previewed, publicized, and shown by the C.A. This involved obtaining and returning not only films but equipment.

Perceived Outcomes Concerning Activity:

These services to the student should help them to gain more knowledge of the world of work and specific occupations. If they come to the library for a movie, they will become acquainted with our facilities and services. The movies and speakers have been excellent learning experiences for the students.

Personal Reactions Regarding Activity (Including C.A. performance and perceived value to Counselor in released time):

The C.A. did an excellent job with these programs. The students were well-behaved, cooperative, and enthusiastic. The counselors were free to continue their individual interviews with students while these activities were in session. The counselors were given a chance to discuss opportunities in the fields which our speakers were representing. This additional information is appreciated by counselors.

COUNSELOR ASSISTANT: ACTIVITIES/REACTION LOG

Name: C

Description of Activity (Including time duration & grade level):

9th Grade Interviews with High School Counselors

In the past few months I had checked on study halls for 9th graders. From this I now checked each student's free study hall period with the teachers. This was important because many schedules were changed during the year & I hoped to avoid unnecessary last minute changes. Then I made out pre-signed passes for 5 students to come to the guidance dept. each period the high school counselors were here starting 2/27.

Personal Reactions Concerning Activity:

I was pleased that just a few students had to be interrupted during a class & this was only toward the end of the interviews. Also found that this arrangement proved time-saving for the high school counselors. Their time was spent strictly on interviews, students were waiting for them. I have been told that in the past planning ahead for these interviews wasn't possible because of lack of time. Certainly a Counselor Assistant is an answer for this.

Perceived Outcomes Regarding Activity:

Our Junior High Counselors didn't have to spend any time on this which enabled them to continue on with their own schedules.

The High School Counselors were pleased to have this scheduled for them and to finish so fast with little confusion and time wasted.

Variety of Activity: Routine X Special:

Source of Activity: UR SC X Other _____

SUPERVISING COUNSELOR: ACTIVITIES/REACTION LOG

Name: C

Description of Activity:

The counselors from the high school come to Jr. High school to schedule the 9th graders for 10th grade. This involves setting up appointments for each counselor with all his counselees. Making these arrangements becomes very involved and this year the counselor assistant was able to schedule the 271 students so they could meet their counselors. This was accomplished in a two-week period.

Perceived Outcomes Concerning Activity:

No time was wasted by the counselors as the appointments were well scheduled. The counselors were able to schedule their students in a short time and the students had a chance to meet their new counselor.

Personal Reactions Regarding Activity (Including C.A. performance and perceived value to Counselor in released time):

The Jr. High guidance program was not interrupted as it has been other years by this activity. It was possible for counselors to continue their work with their counselees. The C.A. was kept busy checking the 9th grade appointments and making new ones for those who were absent.

APPENDIX F: Testing Program for Counselor Assistants
Kuder Preference Record Occupational
Form D
Edwards Personal Preference Schedule
Differential Aptitude Tests

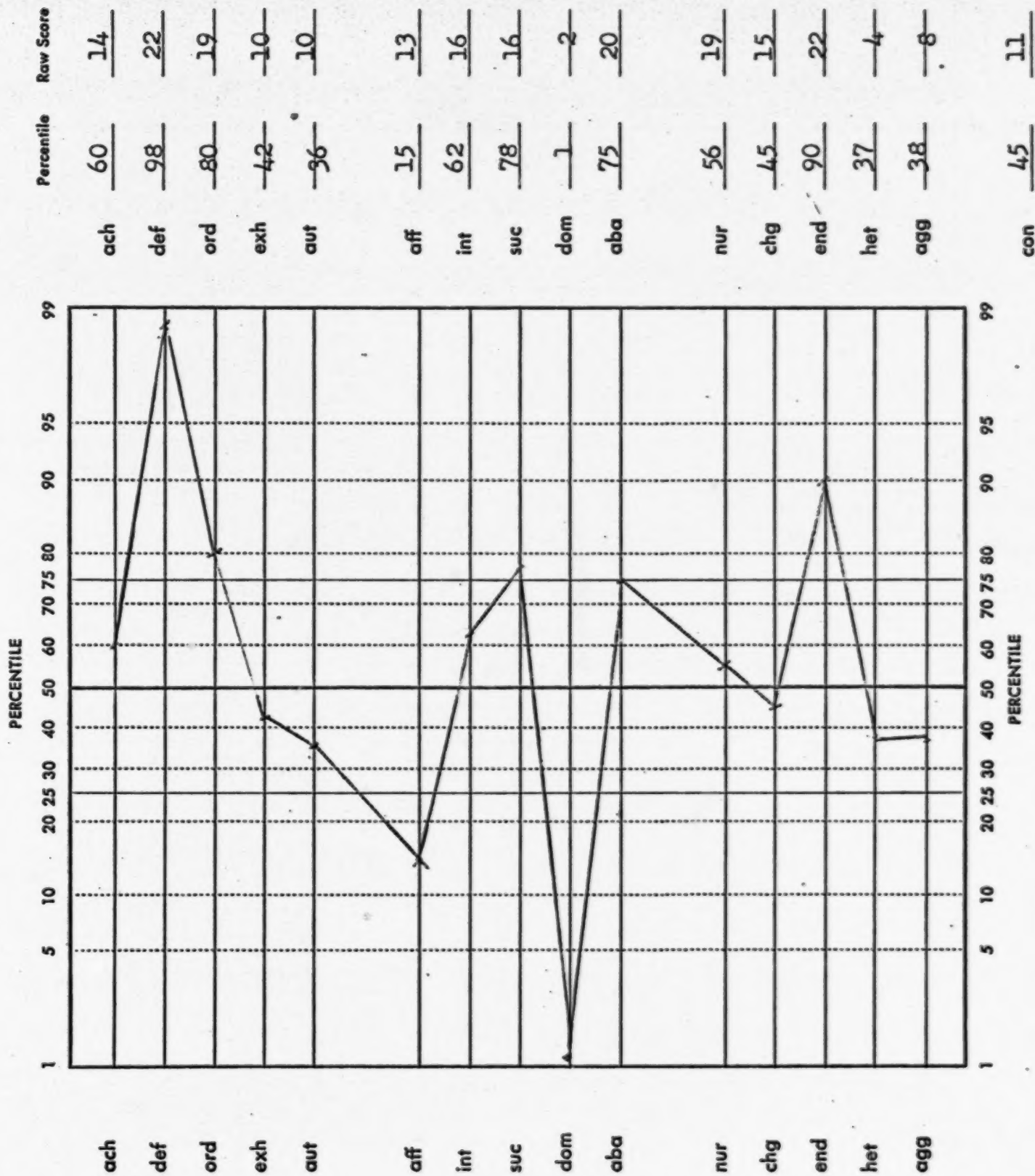
The following test results are those of the three trainees for the Kuder Preference Record Occupational Form D, Edwards Personal Preference Schedule, and Differential Aptitude Test (1963 Edition). These tests were administered during the first semester of the academic year 1966-67. The percentile scores, raw scores, and profile sheets are presented for the trainees.

With regard to the Kuder Occupational Form D, we found no consistent significant similarity between the preferences evidenced by the trainees and any occupational interest pattern with which their scores were compared. The list of occupational patterns used ranged from occupations which seemed similar to the role and function of an assistant to those which seemed remote. Included were Physicist, Personnel Manager, Psychological Counselor, Librarian, Minister, Interior Decorator, Farmer, Store Salesman, Accountant, Bank Cashier, Architect, High School Counselor, Mechanical Engineer, and Journalist. Perhaps the most noteworthy piece of datum was the consistent lack of correlation between interest patterns of assistants and High School Counselors.

	Key:	4	Physicist	Personnel Manager	Psychological Counselor	Minister	Librarian	Interior Decorator	Farmer	Store Salesman	Accountant	Bank Cashier	Architect	School Counselor	Mechanical Engineer	Journalist
Counselor Assistant	Scores:	57	32	28	64	53	35	46	45	54	40	47	66	38	45	40
	DRs:	sdu	-5	—	-6	=	-9	+2	—	+5	—	-3	+3	-9	-6	—
Counselor Assistant	Scores:	53	43	53	70	55	43	54	43	59	31	43	66	44	37	41
	DRs:	sdu	++	=	=	+2	+2	++	—	++	—	-9	+3	-2	—	—
Counselor Assistant	Scores:	57	36	47	63	56	45	34	39	52	51	55	59	47	42	41
	DRs:	sdu	+2	-3	-7	+3	+3	—	—	+3	+2	+3	-2	=	—	—

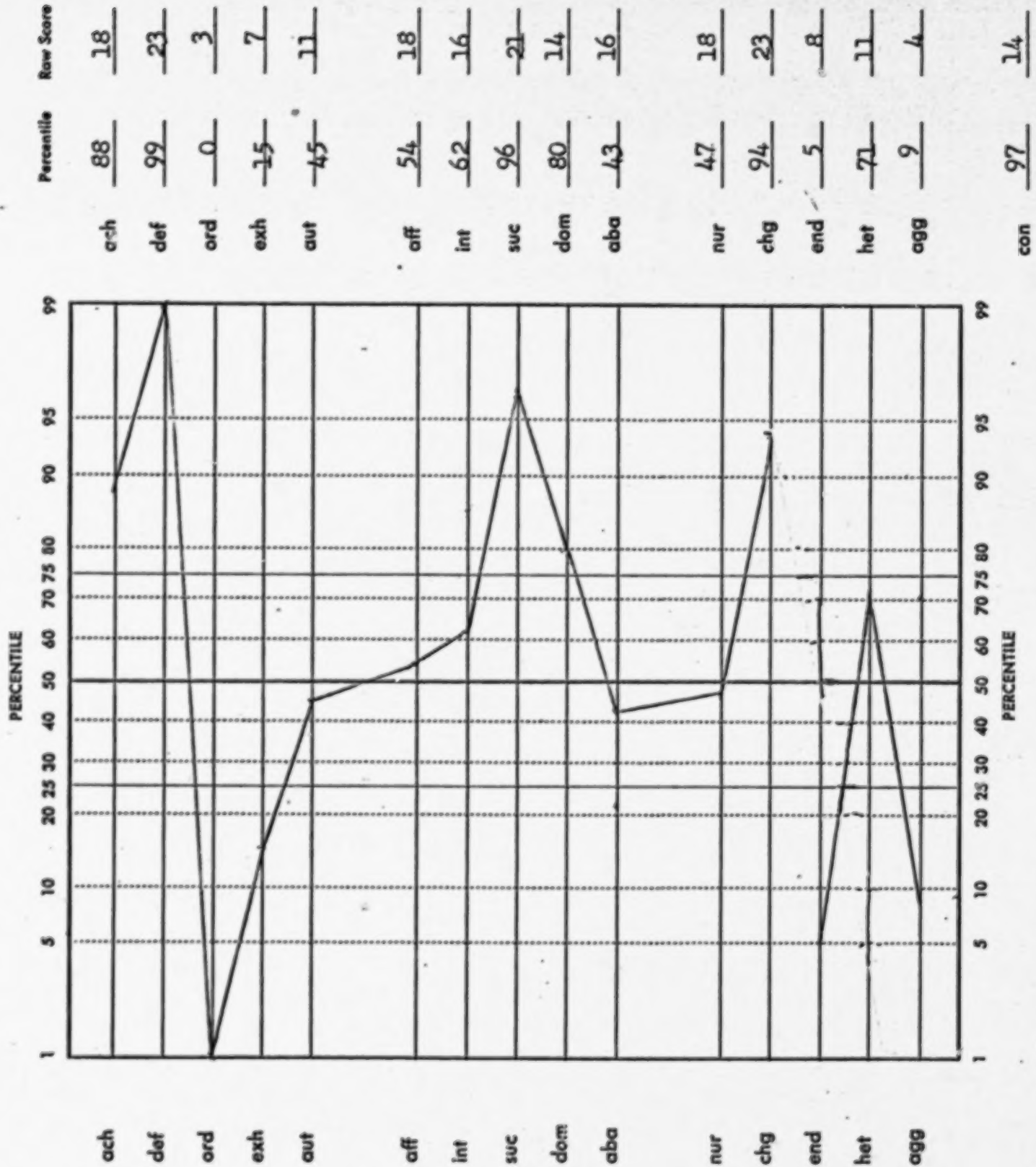
Edwards Personal Preference Schedule

NAME LAST FIRST SEX F NORMS USED National



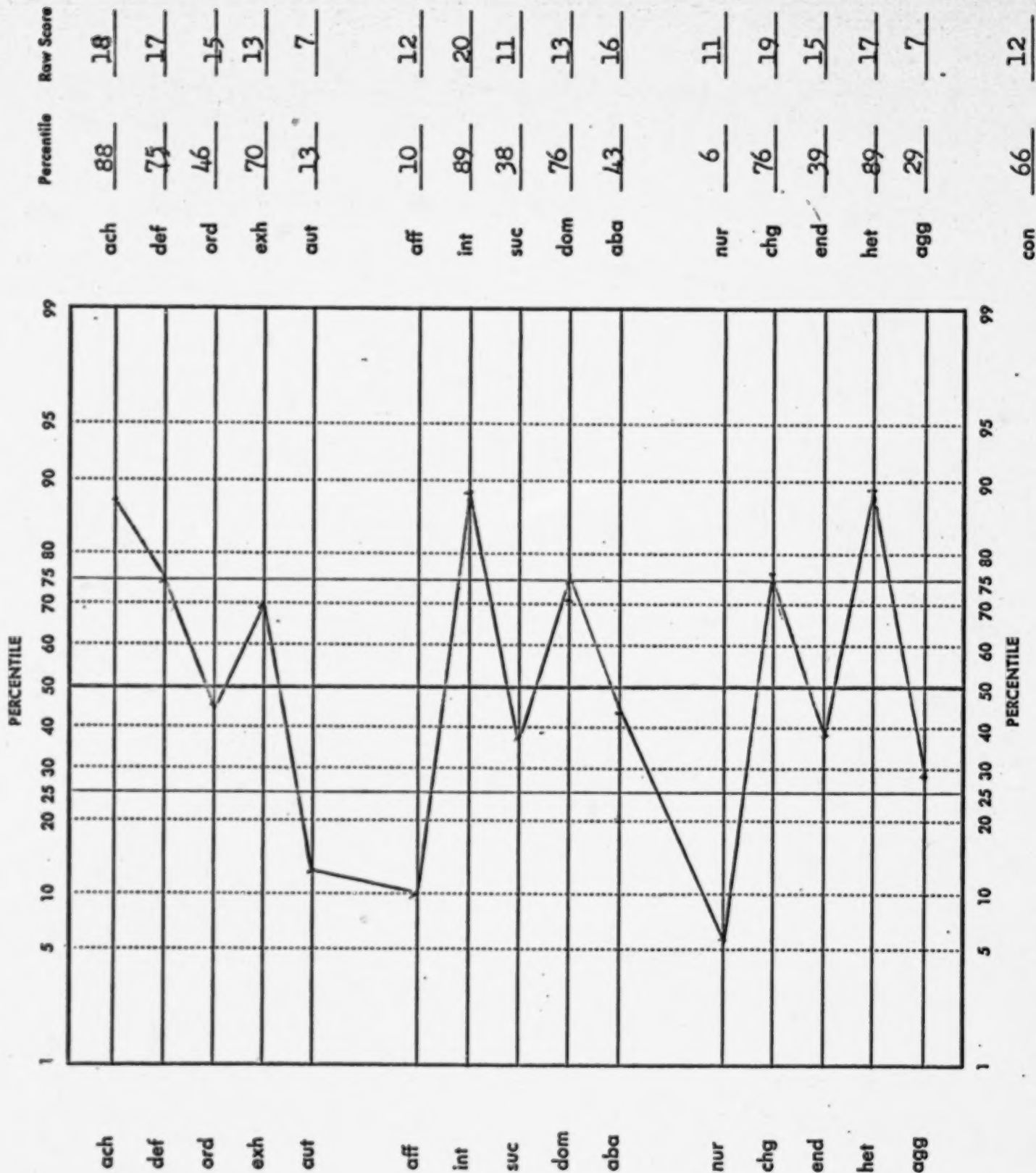
Edwards Personal Preference Schedule

NAME LAST SEX F NORMS USED National



Edwards Personal Preference Schedule

NAME LAST FIRST SEX F NORMS USED National

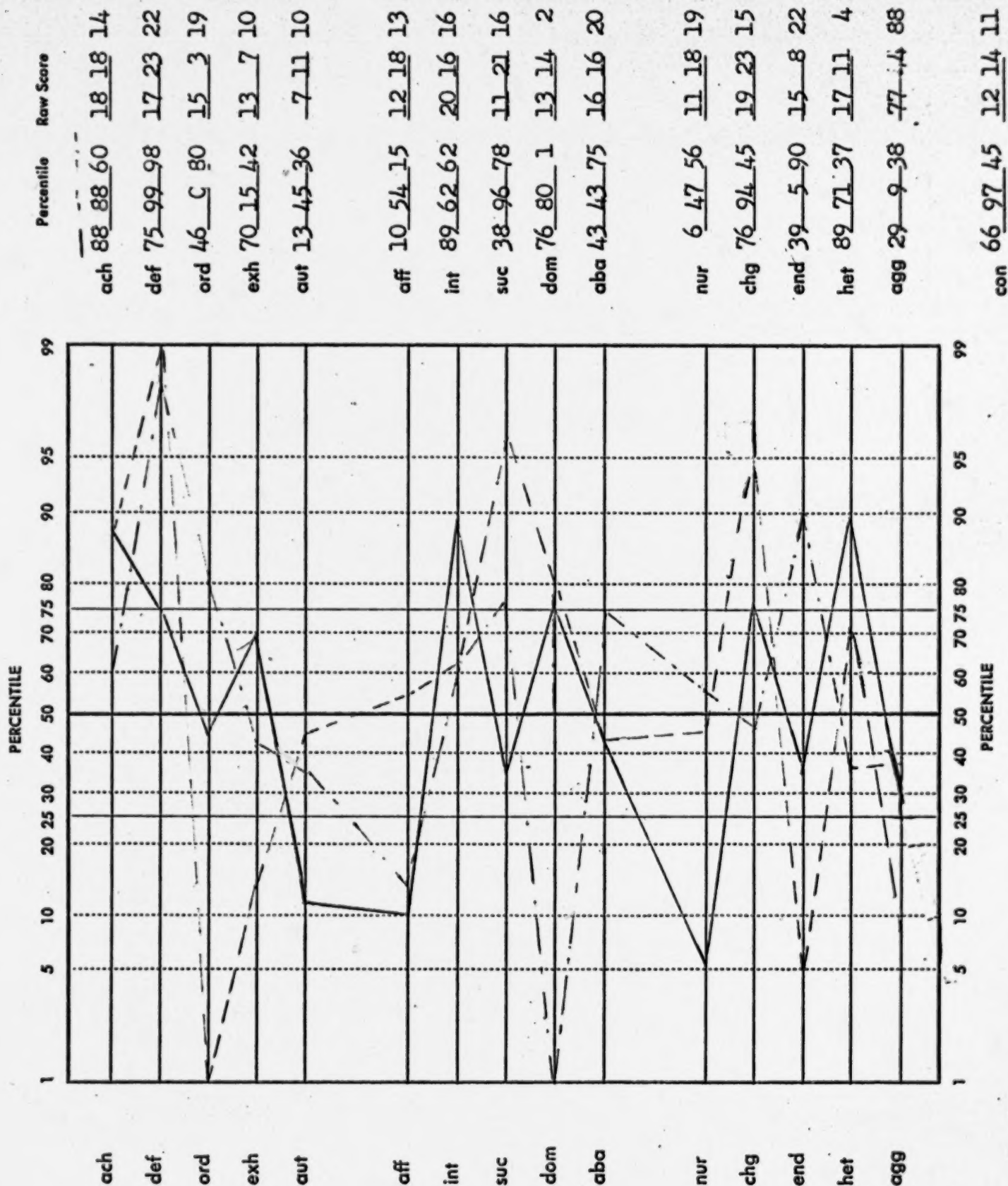


Edwards Personal Preference Schedule

NAME _____ SEX _____ NORMS USED _____

FIRST

LAST



DIFFERENTIAL APTITUDE TESTS [1963 EDITION]

G. K. Bennett, H. G. Seashore, and A. G. Wesman



Name

Year

Form

Grade

Sex

Verbal Reasoning	Numerical Ability	VR + NA	Abstract Reasoning	Clerical Sp. & Acc.	Mechanical Reasoning	Space Relations	Language Usage Spelling	Language Usage Grammar
42	32	74	37	62	45	32	94	53
80	80	85	55	60	70	55	90	95

Raw Score

Percentile

Profiling Your DAT Scores

The numbers that tell how you did on each test are in the row marked "Percentiles." Your percentile tells where you rank on a test in comparison with boys or girls in your grade. These percentiles are based on test scores earned by thousands of students in numerous schools across the country. If your percentile rank is 50, you are just in the middle — that is, one-half of the students in the national group did better than you and one-half did less well. (If your school uses local norms, your counselor will explain the difference.)

In the columns below each percentile you can draw your aptitude profile. For each test make a *heavy short line* across the column at the level which corresponds to your percentile rank on that test.

Your aptitude profile will be more visible if you black in each column *up to* or *down to* the 50-line from the short lines

you have just made. The vertical bars on your profile show the strength of your tested aptitudes, *up* or *down* from the rank of the *middle student* of your grade and sex.

Think of "percentile" as meaning "per cent of people." In your case, the people are boys or girls in your grade in many schools across the country. The percentile shows what per cent of this group scored no higher than you did. If your percentile rank on one test is 80, you are at the top of 80 per cent of the group — only 20 per cent made higher scores than yours. If you scored in the 25th percentile, this would mean about 75 per cent of the group did better than you on the test. Thus, a percentile rank always indicates your relative standing among a theoretical 100 persons representing a large "norm" group — in this case, students of your sex and grade. It does NOT tell how many questions (or what per cent of them) you answered correctly.

How Big a Difference Is Important?

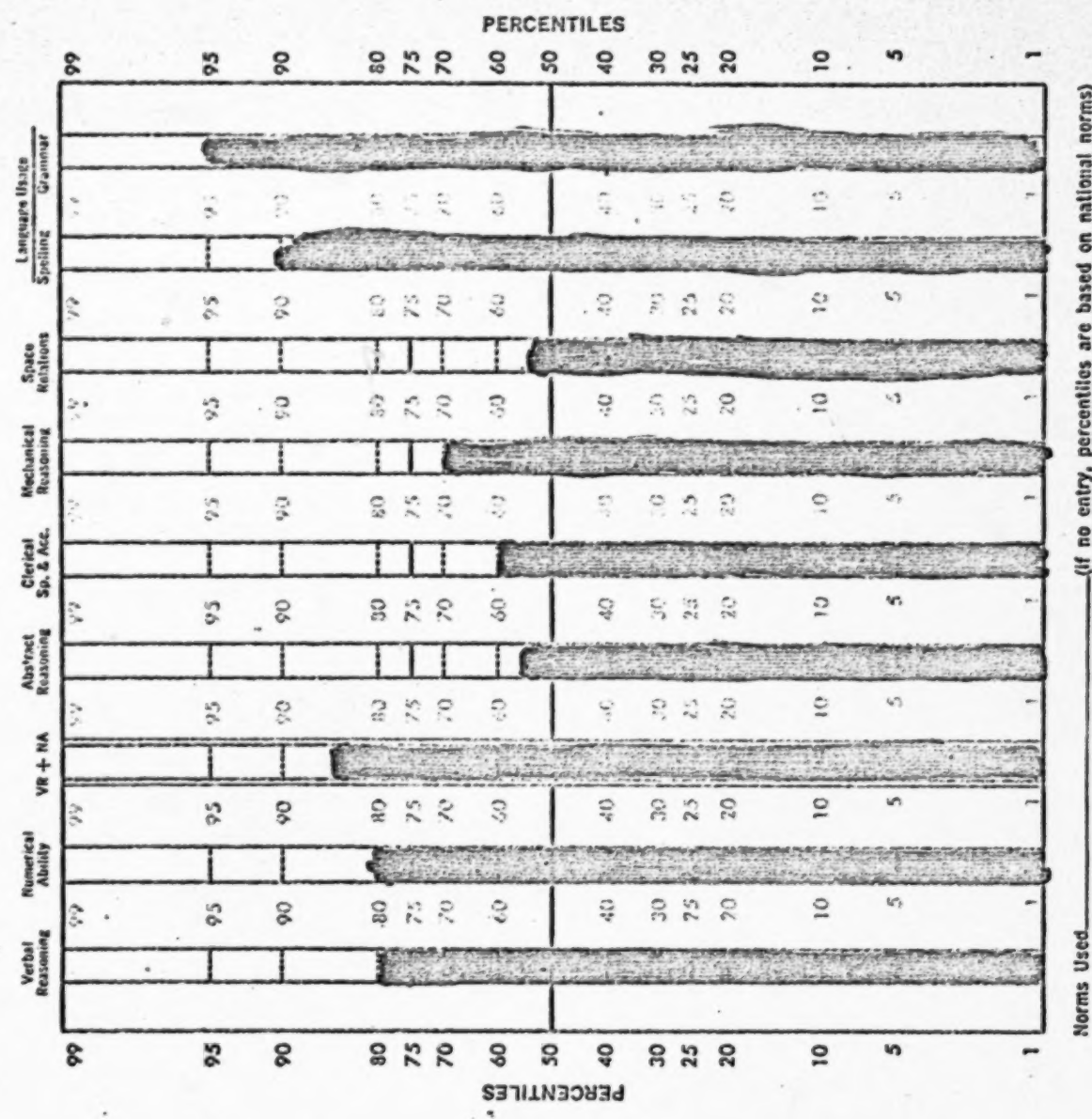
Of course we do not want to over-estimate small differences in ability on tests because a test cannot be perfectly accurate, and your score might not be exactly the same if you could take the same test twice.

To estimate the importance of a difference between your scores on any two tests on this profile, use a ruler to measure how much higher on the chart one mark is than the other. It is the *vertical distance* that counts, of course, *not* how far *across* the chart / or \.

If the distance is *one inch or greater*, it is probable that you have a real difference in your abilities on the two tests.

If a difference between the two percentile ranks is *between a half inch and one inch*, consider whether other things you know about yourself agree with it; the difference may or may not be important.

If the vertical distance between two tests is *less than a half inch*, the difference between the two scores may be disregarded; so small a difference is probably not meaningful.



Norms Used _____ (if no entry, percentiles are based on national norms)
*F — first (fall) semester testing and percentiles; S — second (spring) semester testing and percentiles.



DIFFERENTIAL APTITUDE TESTS [1963 EDITION]

G. K. Bennett, H. G. Seashore, and A. G. Wesman

Name	Year	Form	Grade	Sex

Raw Score	Percentile	Verbal Reasoning	Numerical Ability	VR + NA	Abstract Reasoning	Clerical Sp. & Acc.	Mechanical Reasoning	Space Relations	Language Usage
45	90	29	74	39	60	46	40	95	51
90	70	85	65	75	90	75	95	90	90

Profiling Your DAT Scores

The numbers that tell how you did on each test are in the row marked "Percentiles." Your percentile tells where you rank on a test in comparison with boys or girls in your grade. These percentiles are based on test scores earned by thousands of students in numerous schools across the country. If your percentile rank is 50, you are just in the middle — that is, one-half of the students in the national group did better than you and one-half did less well. (If your school uses local norms, your counselor will explain the difference.)

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Your aptitude profile will be more visible if you black in each column *up to* or *down to* the 50-line from the short lines

How Big a Difference Is Important?

Of course we do not want to over-estimate small differences in ability on tests because a test cannot be perfectly accurate, and your score might not be exactly the same if you could take the same test twice.

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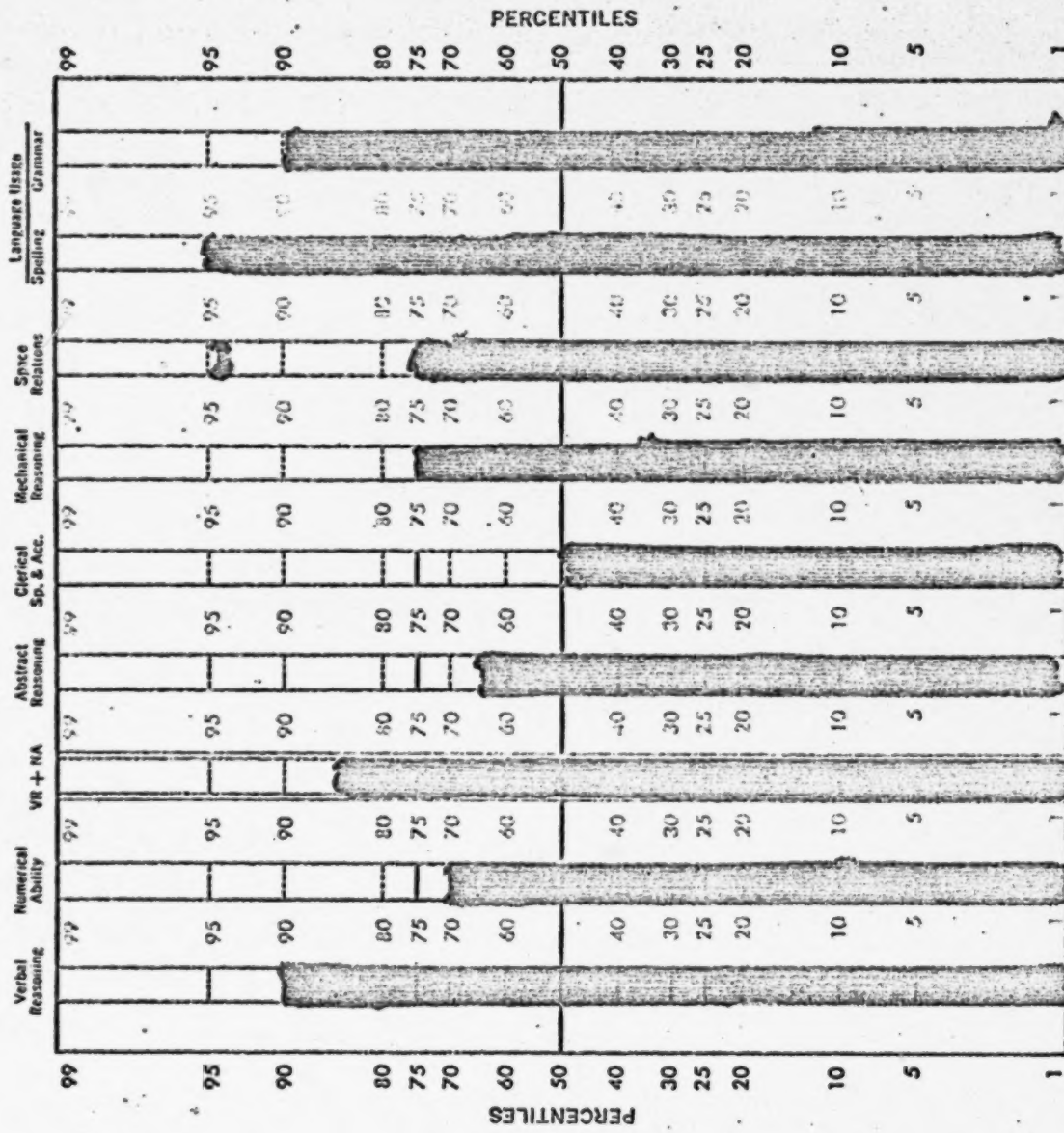
you have just made. The vertical bars on your profile show the strength of your tested aptitudes, *up* or *down* from the rank of the *middle student* of your grade and sex.

Think of "percentile" as meaning "per cent of people." In your case, the people are boys or girls in your grade in many schools across the country. The percentile shows what per cent of this group scored no higher than you did. If your percentile rank on one test is 80, you are at the top of 80 per cent of the group — only 20 per cent made higher scores than yours. If you scored in the 25th percentile, this would mean about 75 per cent of the group did better than you on the test. Thus, a percentile rank always indicates your relative standing among a theoretical 100 persons representing a large "norm" group — in this case, students of your sex and grade. It does *not* tell how many questions (or what per cent of them) you answered correctly.

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If the vertical distance between two tests is *less than a half inch*, the difference between the two scores may be disregarded; so small a difference is probably not meaningful.



Norms Used

(If no entry, percentiles are based on national norms)

*F — first (fall) semester testing and percentiles; S — second (spring) semester testing and percentiles.



DIFFERENTIAL APTITUDE TESTS [1963 EDITION]

G. K. Bennett, H. G. Seashore, and A. G. Wesman

Name _____ Year _____ Form _____ Grade _____ Sex _____

Verbal Reasoning	Numerical Ability	VR + NA	Abstract Reasoning	Clerical Sp. & Acc.	Mechanical Reasoning	Space Relations	Language Usage
44	19	63	42	68	43	40	95
85	35	65	80	75	65	75	95

Raw Score _____ Percentile _____

Profiling Your DAT Scores

The numbers that tell how you did on each test are in the row marked "Percentiles." Your percentile tells where you rank on a test in comparison with boys or girls in your grade. These percentiles are based on test scores earned by thousands of students in numerous schools across the country. If your percentile rank is 50, you are just in the middle — that is, one-half of the students in the national group did better than you and one-half did less well. (If your school uses local norms, your counselor will explain the difference.)

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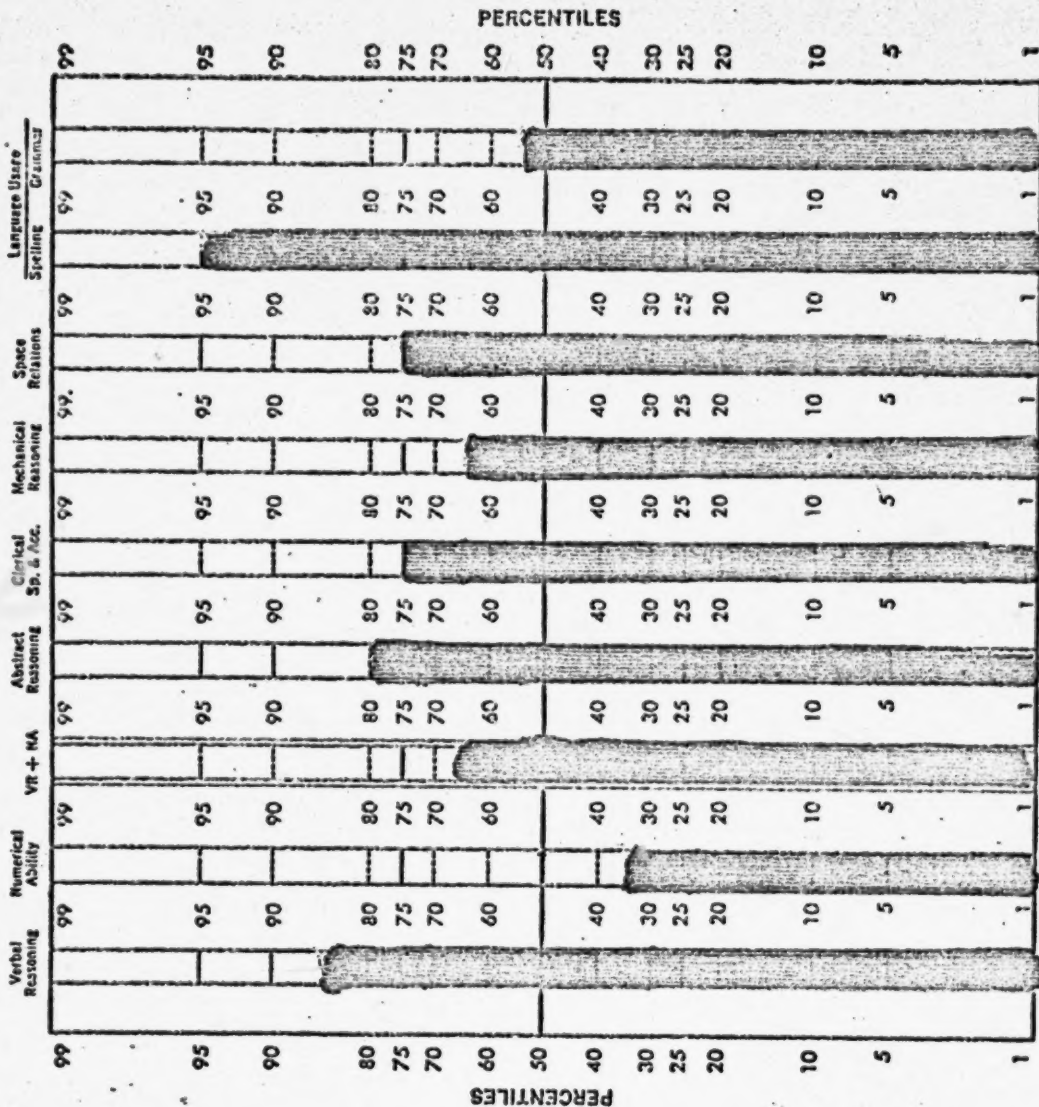
you have just made. The vertical bars on your profile show the strength of your tested aptitudes, *up* or *down* from the rank of the *middle student* of your grade and sex.

Think of "percentile" as meaning "per cent of people." In your case, the people are boys or girls in your grade in many schools across the country. The percentile shows what per cent of this group scored no higher than you did. If your percentile rank on one test is 80, you are at the top of 80 per cent of the group — only 20 per cent made higher scores than yours. If you scored in the 25th percentile, this would mean about 75 per cent of the group did better than you on the test. Thus, a percentile rank always indicates your relative standing among a theoretical 100 persons representing a large "norm" group — in this case, students of your sex and grade. It does *not* tell how many questions (or what per cent of them) you answered correctly.

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*F — first (fall) semester testing and percentiles; S — second (spring) semester testing and percentiles.

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APPENDIX G: Biographical Data - Counselor Assistants

Biographical Data

Counselor Assistant A

EDUCATION

- Graduate: Sauquoit Valley Central School (Business Major)
Sauquoit, New York
- Graduate: Utica School of Commerce (1-Yr. Secretarial
Utica, New York Course)

EXPERIENCE

- 4 Years - Secretary to President
Bedford Construction Company
Utica, New York
- 2 Years - Secretary to Executive Editor
Utica Observer Dispatch
Utica, New York
- 3 Years - Secretary to Physicist (U.S. Govt. secret clear-
Applied Physics Laboratory ance during World War II:
Johns Hopkins University research and development
Silver Spring, Maryland lab)
- 7 Years - Secretary to Supervising Principal
Sauquoit Valley Central School
Sauquoit, New York
- 7 Years - Secretary - Guidance Department
Irondequoit High School
Rochester, New York

FAMILY

- Husband - Senior Contract Administrator
Bausch & Lomb, Inc.
Rochester, New York
- Children - Boy (Age 20) - Junior: University of Notre Dame (Major: Gov-
Notre Dame, Indiana ernment:
Pre-law)
- Girl (Age 19) - Sophomore: D'Youville College (Major: Nursing)
Buffalo, New York (B.S. Program)
- Boy (Age 18) - Freshman: Niagara University (Major: Science)
Niagara University, (Biology)
New York

Counselor Assistant B

EDUCATION

Graduate: Pittsford High School
 Pittsford, New York

Post-
Graduate: Pittsford High School
 Pittsford, New York

EXPERIENCE

1 Year - Receptionist, Cashier, General Office Work
 Oak Hill Country Club
 Rochester, New York

1½ Years - General Office Work
 Photostat Corporation
 Rochester, New York

3½ Years - General Office Work
 A. B. Cowles Co., Inc.
 Rochester, New York

7 Years - Secretary - Guidance Department
 Honeoye Falls Central School
 Honeoye Falls, New York

FAMILY

Husband - Executive Director
 Monroe County March of Dimes
 Rochester, New York

Children - Boy - Married - 3 children Chief X-Ray Technologist
 Syracuse Community General Hospital
 Syracuse, New York

 Girl- Married - Physical Therapist
 Suffolk County Public Health
 Suffolk, New York

ACTIVITIES

10 Years - Girl and Boy Scouting

12 Years - Handicapped Groups

10 Years - Volunteer: Multiple Sclerosis Assn.
 Muscular Dystrophy Assn.

Counselor Assistant C

EDUCATION

Graduate: Webster High School
Webster, New York

EXPERIENCE:

- 2 Years - General Office Work
Security Trust Co.
Rochester, New York
- 1½ Years - Telephone Operator
Rochester Telephone Co.
Rochester, New York
- 2 Years - Office Work - Shipping Department
Todd Company
Rochester, New York
- 3 Years - Secretary & Receptionist for Manager
Security Trust Company
Fairport, New York

FAMILY

Husband - Married, 1944

Children - Girl - married - Senior, Oswego State College
Oswego, New York

Girl - Seventh Grader - Martha Brown Junior High
Fairport, New York

Boy - Fifth Grader, - West Venue Elementary School
Fairport, New York

**APPENDIX H: Tentative Job Statement - Counselor
Assistant Role**

Areas discussed as belonging within the job statement of the Counselor Assistant

Daily:

- (1) Prepare materials for counselor interviews
 - a. Passes to student
 - b. Permanent Record Card
 - c. Cumulative Folder
 - d. Any supporting information (psych reports, unsatisfactory work, etc.)
- (2) Compile composite of personality records for transcripts and listing of activities for student. (Should really be a secretarial job for all grade levels.)

On-Going Activities:

- (1) Testing Program
 - a. Counting of test kits for various testing programs. (Should really be a secretarial job for all grade levels.)
 - b. Administer make-up standardized testing to absentees and new students.
- (2) Marking Period survey - failures and resulting appointments.
- (3) Assist in annual registration of students including checking of pre-requisites and teacher recommendations.
- (4) Complete forms to be used for interpretation by counselors in various research projects, such as success of students in various courses relating to ability, previous course, etc.
- (5) Check on psychological reports from BOCES.
- (6) Complete biographical sheets on each student.
- (7) Assist in data processing relative to annual registration and the master schedule.
- (8) Lead small groups
 - a. Orientation to High School
 - b. Preparation for registration
- (9) Attend project seminars and in-service meetings relative to the job of counselor assistant.

JOB STATEMENT - THE COUNSELOR ASSISTANT

It is the position of the American Personnel and Guidance Association that the Counselor Assistant "...can enhance the work of the Counselor with such assistance as the counselees' needs and the work setting may require, provided that these Support Personnel perform their duties under the supervision of the Counselor. The concept of Support Personnel is not new. What is new is the systematic programming of such a role."¹

APGA also feels that "the appropriate use of Support Personnel will facilitate the professional work and effectiveness of the Counselor. Because of the work of Support Personnel, other demands upon the Counselor's time should no longer distract him from providing the counseling and leadership for which he is uniquely suited. The combined efforts of Support Personnel and Counselors should make the total endeavor more propitious and powerful."²

The Counselor Assistant facilitates the counseling function by performing various direct and indirect helping and/or supportive activities, resulting in either released time for the counselor to engage in more professionally demanding activities or the implementation of activities never before attempted because of lack of Counselor time. These activities or functions seem to fall within the following areas:

1. Information Gathering Functions
2. Information Giving (without individual interpretation) Functions
3. Organizational Functions
4. Supportive Functions
5. Evaluative Functions
6. In-Service Training Functions

¹Support Personnel for the Counselor: Their Technical and Non-Technical Roles and Preparation. A Statement of Policy - APGA - Kansas City, Missouri - 3/26/65

²Ibid.

1. Information Gathering Function

- a. Collects information from individuals, agencies, records, or other available sources. This includes areas such as:
 - (1) collecting biographical data
 - (2) administering standardized tests
 - (3) securing specific special information for compilation of surveys
 - (4) procuring source materials for use in group meetings

2. Information Giving (without individual interpretation) Functions

- a. Gives factual information to individuals or groups. This includes areas such as:
 - (1) orientation information to new students
 - (2) pre-registration information
 - (3) occupational information
 - (4) post-high planning information

3. Organizational Functions

- a. Assumes whatever organizational responsibilities or tasks which accrue in the performance of her other duties. This includes such areas as:
 - (1) planning, with the Counselor, of activities or tasks
 - (2) organizing of group meetings and recording of attendance
 - (3) setting up of test manuals and materials in preparation for annual school-wide testing programs
 - (4) supervising and coordinating the activities of clerical or other skilled personnel within the guidance office, under the general supervision of the Counselor

4. Supportive Functions

- a. Observes verbal and non-verbal interaction in groups to help establish an effective counselor-student relationship.
- b. Acts as recorder in a variety of small group discussions.
- c. Assists Counselor in assigned areas of responsibility, such as the Master Schedule, Testing, New York State Regents Scholarship Examination applications.

5. Evaluative Functions

- a. Discusses with Counselor the strengths or weaknesses of any task or duty assigned, as a guideline for future improvement or expansion.

6. In-Service Training Functions

- a. Studies and familiarizes herself with varied types of information and communications media used in guidance. This includes such areas as:
 - (1) general background of the guidance field
 - (2) vocational and occupational information
 - (3) testing information
 - (4) educational information
 - (5) visual-auditory equipment
- b. Participates in in-service training sessions.
- c. Attends professional meetings and conferences.

APPENDIX I: Remarks Concerning The Counselor Assistant Project
Presented at the New York State Personnel and
Guidance Association Conference, Concord Hotel,
Lake Kimewasha, New York - April, 1967

Remarks from the following participants are included:

Instructional Assistant - Project Staff

Counselor Assistant A

Counselor Assistant B

Counselor Assistant C

Supervising Counselor

The counselor assistant project began in September and all positions had been filled by November, 1966.

There are three trainees, one in each of the cooperating school districts. Two trainees are currently working at the high school level. One is assigned, as are the counselors in that district, to specific grade levels, and one in the guidance office as a whole serving grades 9-12. The other trainee is functioning in a Junior High and correspondingly working with grades 7-9. These actual assignments were made by the school district in each instance.

All trainees have previously worked as secretaries, two within the guidance offices where they are now working as assistants. One assistant had not previously worked in any guidance office and was in fact new to the school setting. Although a guidance office secretarial staff may provide an available source for recruitment, this was not seen as a contingency to effective functioning in this role, and therefore to selection of personnel. Because some clerical tasks were projected as part of the role, a secretarial background is seen as desirable. It is debatable whether or not having worked in the same office as a secretary is a positive antecedent condition for this position. Beyond the obvious advantage of familiarity with the office and mechanics of its particular operation, there may be serious disadvantages of necessary unlearning and retraining processes, or more important to the implementation of a new role such as this, combatting pre-established inter-personal expectancies. Enough of these possible negative predispositions may effectively hamper the counselor assistant in the performance of her new role.

It has been found that these antecedent working conditions have had a correspondingly modifying effect on the nature of the on-the-job training. In the two instances where the assistant has continued work in the same guidance office, the instructor has functioned in a consultative role dealing primarily with process.

This process involved inter-personal communications, supportative discussions, and role clarifications. Training in the third situation, where the counselor assistant is new both to the job site and the job, has taken on a much more instructional or content oriented flavor, at least initially.

There has been generally a high level of acceptance and cooperation from everyone connected with the project. The trainees have been particularly enthusiastic about their new role, making more creative suggestions for helpful duties they may perform as they become more accustomed to the job and feel more secure in its execution.

The trainees have found more and more similarities among their roles as the year has progressed. In the beginning only differences from situation to situation were apparent, based mainly on the differences within the school systems. As the role has evolved the assistants discovered that the general activities in which they were engaging were quite alike; the content is consistent rather than the process. This has been important to the trainees in terms of helping them identify with each other in forming a closely-knit group, helping them develop a greater sense of job importance, and security thereby allowing them to act more creatively, and helping to provide a sense of worthy feeling about really pioneering a new job. They have been able to participate in the growth of a useful and accurate job description that can be utilized regardless of specific school climate.

The training of the counselor assistants has been divided into two major sections. One area of on-the-job training in specific situational activities has been the responsibility of one of the counselors in each school setting designated as the supervising counselor. This counselor works closely with the assistant to perform. The supervising counselor helps with problems as they arise relative to the introduction of a new role into the guidance setting. It is the supervising counselor with whom the counselor assistant is urged to spend a good deal of time during this training period for the very necessary stages of planning and follow-up evaluation.

The counselor assistant is also expected to participate in any professional activities, meetings, or conferences which are attended by the counseling staff. It is the supervising counselor's responsibility to see that this is communicated to and understood by the assistant and other staff members.

The other aspect of training involves conference time and instruction with a member of the project director's staff. This instructional assistance is provided in conjunction with the University portion of the project, and is two-fold. The first part consists of on-the-job training and comprises one-half day per week conference time scheduled with the assistant and/or supervising counselor as required in each job site. The purpose of this conference time with an outside consultant is ideally to be seen as providing professional information and inter-personal assurance as well as providing some guidelines and structure for the development of this role as originally conceived.

The other portion of the instructional assistance consists of two to three half-day meetings per month on campus for the assistants. These are regarded as in-service meetings involving the three trainees and members of

the University and Project staff in instructional capacities. These in-service meetings afford the trainees with a chance to share their ideas and find similarities in their roles and a chance to learn some background information of a general nature concerning the whole field of guidance. This is particularly helpful as this information relates to those areas with which they will be working most closely. Roughly the topics covered were: general history of the guidance movement, vocational theory and occupational information, working with groups, interviewing techniques and inter-personal relations skills.

In terms of trainee responsibilities each of the assistants is directly responsible to her supervising counselor for day-to-day job performance, and the actual formulation of these tasks. This relationship is seen as professionally oriented and it is the purpose of the project to provide the assistant with as much job autonomy as possible within the stated limits of the project and each specific school environment. It is advisable, therefore, not to conceive of this position in terms of hourly accomplishment but rather task achievement. Preferably the counselor assistant will understand what activities are her responsibility and plan her time accordingly for its most efficacious usage in discharging these responsibilities.

The counselor assistant has been required to keep a daily log of her activities thereby giving a rough summary of how her time is spent. She has also been given a reaction sheet form which is to be filled out for each major task she performs. A corresponding form has been provided for the supervising counselor. These forms afford open-ended direction for reactions to the tasks an assistant may find herself doing. The forms require her to describe the activity, relate any personal feelings he has about it and cite the perceived

outcomes of this activity. The supervising counselor in turn reacts in much the same fashion plus an additional statement concerning the benefit to her in released time for more professionally demanding activities.

By using these two aids, the log and reaction form, it is felt a more accurate job description may be drawn together. The assistant also has a built in self-and job-evaluation tool.

Each trainee has been provided with a reference basic text book in the guidance field - Shertzer and Stone, Foundations of Guidance in this instance - to supplement any information from the in-service work. We requested that the assistant set aside some regular period during each week for study, recording logs or reaction sheets, or personal evaluation. Most of the trainees have found it desirable to keep a daily or weekly calendar of their activities, and in some cases to plan these several weeks in advance.

In order to both acquaint the trainees more concretely with testing procedures and to acquire some objective data about them, they were required to take the Edwards Personal Preference Schedule, the Kuder Occupational Form D, and the Differential Aptitude Test. These tests were administered during the training year and were not part of the selection procedure.

We have encountered almost universal enthusiasm concerning the project and its actual and potential aid to the school from administrators, counselors, secretarial staff, and certainly the trainees. Teachers and students are not as aware of the counselor assistant in terms of understanding her function as the other groups mentioned; this may well be a deficiency in initial communication about the project. Where they are aware, they appear very interested.

It has been a general rule of thumb for deciding which tasks are appropriate, to determine who would do it in the event there was no counselor assistant. If a particular task would be performed by a secretary or office aid, encouragement is given in that direction, but if it is a task, regardless of its clerical nature, that would have to be performed by the counselor, then we feel it is appropriate for the counselor assistant to take it over. At the same time overloading an assistant with clerical duties simply because the above rule is applicable in each instance is not desirable, and should be guarded against with diligence.

Although it could be anticipated that superimposing a new role in a middle position, that is between secretary and counselor could present difficulty in both directions, it has been found that generally role conflicts that have occurred in the reality situation have emanated from the counselor position rather than the secretarial one.

Not all counselors may benefit from the addition of a counselor assistant in their department; some counselors will prefer and function more effectively with additional secretarial assistance. The reverse has also proven valid, that some counselors would prefer an assistant with some autonomy, rather than any secretarial aid. In the latter instance the counselor and her assistant jointly assume the responsibilities for whatever clerical tasks accrue to them in the performance of their jobs.

Implementing this role is largely a problem of interpersonal relations. It matters more who does the job rather than exactly what is done. It matters, too, who is already functioning in the department as counselor and secretary. As one is careful to select additional counselors to complement not only the department, but each other, one must exercise the same care in choosing an assistant to function with one's counselors.

Even though the project goals have stressed that this is not to be considered as another method of securing additional clerical aid for counselors, there are instances when this will be difficult to practice in the reality situation. The idea or philosophy of this position is rather more a feeling or climate of comfort and mutual respect that must exist between counselor and counselor assistant rather than the concrete appropriateness of each task. If such a positive feeling exists the tasks may range all over the board with understanding that none of them will comprise the whole of the assistant's duties.

Where the counselor has understood and agreed with the concept of an assistant in the sense attempted by this project, the counselor assistant has been of great help. This aid has resulted in either released time for the counselor to engage in more professionally demanding activities or the implementation of activities never before attempted because of lack of counselor time.

THE COUNSELOR ASSISTANT at IRONDEQUOIT HIGH SCHOOL

First, I would like to tell you a little about Irondequoit High School. It is located in suburban Rochester, in the town of West Irondequoit. The area is considered to be of an upper middle-class socio-economic level, with the majority of the wage earners employed in business and professional occupations. Total school enrollment in K-12 is 6,000 pupils. The high school enrollment 9-12 is 1900 students. The curriculum is set up on a 3-track system, with course offerings ranging from non-regents thru Advanced Placement. 433 students were graduated in 1966, with 80% of them going on to advanced schooling.

I have been associated with the Irondequoit High School for the past 7 years -- 6 of these years in the capacity of a Guidance Department secretary, and this past year in the Counselor Assistant role. Prior to moving to Rochester, I was associated with the Sauquoit Valley Central School (a suburb of Utica, N.Y.) where I served 7 years as secretary to the Supervising Principal. I am a graduate of the Utica School of Commerce, and have had nearly 25 years of experience in the business world. I am also a mother. My husband and I have 2 sons and a daughter, all in college -- one a freshman, one a sophomore, and one a junior.

Early last fall our Director of Guidance invited me to consider working with the experimental Counselor Assistant project under the direction of the University of Rochester. When I accepted, I was assigned to work with the counselors at the 9th grade level. At the beginning of the 2nd semester, the 9th grade assignment was reduced to working with one counselor only, and at that time the 11th grade was added to the assignment.

I will mention briefly some of the activities which have been undertaken as part of my role at Irondequoit. They include such things as:

- (a) administering of I.Q. tests to transfer students and those absent during regular testing days
- (b) setting up schedules for students transferring to IHS during the school year, this being done on the basis of the course selections determined by the student and the counselor during their initial interview
- (c) assisting with the details of General Electric data processing in connection with student scheduling and make-up of the master schedule
- (d) collecting and recording complete biographical data on each 9th grade student, this being done during an individual interview with me and the student in my office
- (e) organizing and conducting GROUP MEETINGS.

It was this area of GROUP MEETINGS to which the greatest effort was devoted. I would like to explain this portion of the project in a bit more detail.

One of my 9th grade supervising counselors has approximately 240 counselees this year. These 240 students were organized into groups of 8 to 10 people, and were grouped according to their track level. They were scheduled for group meetings during their free periods only and were notified of their meeting by means of a pass sent to them 2 days in advance. To date we have met twice with each of 25 9th grade groups. The first meeting was an ORIENTATION-type meeting, and the second was a PRE-REGISTRATION meeting. I "sat in" with the supervising counselor during the first 3 or 4 meetings of each variety and from then on I conducted each meeting "on my own".

However, the counselor came to each of the Orientation meetings and introduced herself and me to her counselees, before turning the meeting over to me. Following the introduction, the Orientation meeting included four other parts:

- (1) a tour of the Guidance Suite
- (2) an explanation of various forms used and procedures followed in the Guidance Office
- (3) a film strip -- "YOUR FIRST YEAR IN HIGH SCHOOL"
- (4) a discussion period following the film

I took no notes during these meetings, but following each of them I wrote a follow-up report, briefly noting my observations about each student who attended. I made particular note of any student whom I felt could profit from an immediate counselor interview. It was on the basis of these notes that my supervisor scheduled her first individual interviews -- she reached the students first who needed help first, rather than scheduling interviews by alphabet or some other arbitrary means. She found that her freshmen, who ordinarily are unsure or apprehensive during their first few months of high school, gave an indication of being more relaxed and comfortable during an individual interview once they had been exposed to the group session.

In our second round of 9th grade meetings, prior to the registration for course selection for the sophomore year, we attempted to cover the following areas:

- (1) units required for graduation (academic and phys ed)
- (2) courses available and course pre-requisites
- (3) sequences
- (4) in addition, a portion of the actual registration form was also completed during this session -- name, address, phone numbers, current schedule.

I continued to conduct these sessions while the counselor was actually registering students who had already attended a meeting. As instructed in the group meetings, the students first discussed their proposed course choices with their present teachers and their parents. As a result, students came to their registration interview with definite questions and/or their course selections pretty well formulated. The counselor soon found that she was able to actually complete nearly every registration within the appointment time allotted to each student. This was a situation far superior to that which existed in previous years when a quantity of "repeat" interviews were necessary before the student was prepared to make final decisions.

On the 11th grade level we have just started our group information meetings, and they are geared to POST-HIGH planning. We have organized three types of group information meetings:

One type for the students interested in further education;

A second type for the students interested in apprenticeship programs;

And a third type for students interested in immediate post-high employment.

All 11th grade students were issued a questionnaire on which they indicated their post high plans, and it was from this information that our groups were set up. In the group concerned with further education, we have included such topics as: how to read and interpret a school catalog, what to look for on a campus, how to make out a college or school application. We also are using excerpts from the recording "HOW TO GET INTO COLLEGE TODAY", as well as mimeographed quotes taken from a new publication entitled "I WISH I'D KNOWN THAT BEFORE I WENT TO COLLEGE".

For use in the groups concerned with apprenticeship or immediate post-high employment, local Rochester industries have been very helpful in supplying us with informational pamphlets and literature. Also included in these 2 types of session will be information as to: how to seek a job, how to complete an employment application and plan a job interview, and how to seek the aid of local employment services.

To date we have held only a few of these group meetings, but on the basis of even this limited observation, we have found very favorable student reaction. As with the 9th grade group meetings, I observed a few sessions conducted by the counselor, and then I conducted the following sessions "on my own". My experience with the 9th graders gave me confidence in my ability to do this type of group work -- both in a relaxed manner and in a way that would include involvement of the members of the group in the presentation.

At this point may I add my own personal observation regarding a Counselor Assistant?

I feel that, while time may be consumed in the initial training period, beyond that point this person can be of untold value to a counselor, both in released time for the counselor, and in the contribution of ideas and suggestions that come with the experience of working with young people, over a period of time, in a variety of situations. I know that next month I will be willing to try out schemes and methods I never dreamed I was capable of last October.

In order to make this a successful venture, however, counselors have to be imaginative and willing to expand the Assistant's role beyond that of a clerk. The fact that all of my supervisors at Irondequoit are here at this meeting, indicates their enthusiasm for the project and their willingness to share their experiences with you.

I feel privileged to have been invited to participate in this pilot project, for I sincerely believe it has unlimited possibilities.

First, a little about what I have done in the past which might have prepared me to assume my position as Counselor Assistant at the Honeoye Falls Central School.

I am married and have two children who have completed their education, both are married and both are very successful in their chosen vocations.

Before I was married I worked in a business office as receptionist and doing general office work. While my children were growing up I did not work except in volunteer jobs. I was a Girl Scout leader for 10 years and because my husband was a Cub Master I was very involved in Cub Scouting also.

My husband and I have been very active in working with handicapped groups in the Rochester area.

Twelve years ago, in order to assist with educational expenses, I went to work as a small business office "Girl Friday" doing all types of office procedure.

I have been a Guidance Department secretary for eight years at Honeoye Falls. This has been an excellent background for my work as a Counselor Assistant this year. In this capacity I was aware of many situations using valuable professional time that could have been taken care of by a trained non-professional. I learned the procedure for many Guidance activities and I have been able to assist with many of them as a Counselor Assistant.

I have been working under the direction of two Counselors in grades 9 through 12, and because of this have had a wide variety of jobs. Because of the lack of time and personnel we have done very little in the past in group guidance. This year I was able to devote many hours in an orientation type of group guidance with 9th graders. This was done in small informal round-table sessions where I showed film strips and talked to them about high school. We have 132 people in the 9th grade and I saw each of them twice for a full period. I have also been meeting the same type of groups in the 11th grade with information about post-high school plans. This has been geared to the people I have seen as to whether it was educational plans, service information or vocational fields. Such things as application forms, reference letters, transcripts and personality ratings were discussed and explained. This, of course, has been under the supervision of the Counselors.

I have done vocational research with many students and have worked with the Counselors to secure educational information for them.

My desk is in the outer office of the Guidance Department and I am available when a student has a question. Often when the Counselors are busy it can be just a matter of making an appointment when it is something I am not qualified to do.

I still do many clerical jobs, since it was necessary to start a new secretary and I have worked with her preparing transcripts, figuring cumulative averages, posting testing information, working on records, report cards and many other routine guidance projects.

I have taken an active part in the testing program at Honeoye Falls. Many hours are spent in setting up schedules, arranging for rooms, preparing material (test booklets, pencils, scrap paper), administering the test, proctoring and then the completion with collection, alphabetizing, making a list of students names and sending on to the Board of Cooperative Educational Services for scoring or for mailing, as in the case of the Regents Scholarship, P.S.A.T. and National Merit Tests. Most of this had previously been done by the Counselors with the assistance of the teaching staff. As a Counselor Assistant I have been able to assume more responsibility and have taken care of many of these jobs, thus relieving the Counselors for other matters. I attended a meeting at the Board of Cooperative Educational Services on testing and this helped a great deal in working with them on our requirements and on scoring.

When we gave the New York State Regents Scholarship exams I did all the preliminary work with the Seniors in filling out the necessary forms. The tests were given in homerooms and I helped by taking one of the rooms where I administered the test and proctored all day. Following the test I collected all of the completed exams, alphabetized them, completed the forms and mailed them.

We gave the Preliminary Scholastic Aptitude Test on Saturday morning and I assisted one of the Counselors in proctoring. I took care of collecting the fees, filling out the required forms, passing out the booklets and after the test, sorted and packed them and took them to the post office for mailing.

The National Merit Scholarship Qualifying Test was given during a school day and I assisted one of the Counselors in proctoring. Before the test I took care of the fees and passed out the material. After the test I collected material, filled out the necessary forms and took care of the mailing.

In our own testing program we gave the New York State Math and Reading tests to the 9th graders, the Differential Aptitude Test to grades 9 through 12 and the Kuder Vocational Preference test to 9th and 11th graders.

I assisted in administering the New York State tests and did all the necessary organization both before and after, and then sent them on to the Board of Cooperative Educational Services for scoring.

When we gave the DAT's I worked with one of our Counselors in setting up a schedule, prepared and distributed material, served as a proctor in one of the rooms and collected and organized completed tests to send to the Board of Cooperative Services for scoring. For the next two weeks, I spent 8th period each day with students who had not completed their tests and we ended up with nearly 100% coverage. I secured a hand-scoring key from the Board of Cooperative Educational Services and scored the make-up tests myself so that these could be completed as soon as the machine scored ones were done.

The Kuder Vocational Preference Tests were given during a class period and the make-ups during the students free periods. I prepared the booklets, administered and instructed the students in scoring and plotting their own profiles.

Because I was given the authority to go ahead, I was able to do many things that the Counselor alone could do before. This made our testing program much more successful and gave the Counselors more time to work on projects only a professional person could do. There are many time-consuming jobs that an Assistant can take over in almost every testing situation when they know what is necessary and given the authority to carry out.

Working as a Counselor Assistant has been a wonderful experience for me because I have felt the things I have been able to do have been truly useful. I have greatly benefited from the training program that was provided for us on this project and I feel that there is a definite need in our school system and probably many others for a trained sub-professional.

May I briefly mention a few facts about myself. I have done secretarial work at different intervals about 6 or 7 years. The most recent being $2\frac{1}{2}$ years at a bank.

Most of my time has been spent at home with my family. I have a married daughter who is a senior at Oswego State, a daughter in 7th grade and a son in 5th grade.

At Martha Brown Jr. High School in Fairport there are grades through 9 and I have been working with all grades.

When one of the counselors asked me if I would like to work on this program, I was both pleased and enthusiastic because there are so many possibilities for a counselor assistant.

It took a few weeks to get adjusted to working at school, learning schedules and the many things connected with a new job. I have worked on many activities of non-professional level which would free the counselors for professional activities. For example, I worked with the secretary checking all 7th and 8th grade schedules for the 2nd semester to avoid confusion at the last moment and helped answer student questions on schedules. Showed film strips on the "Widening Occupational Roles Kit" to the 8th graders. Scheduled and made out pre-signed passes for all 9th graders during study hall periods for interviews with the high school counselors. Supervised "Introduction to Business" class during testing, looked up requested occupational material for the dental hygienist and for a parent, checked on test material for a science teacher.

I became initiated to the testing programs which have become one of my responsibilities along with group guidance and the occupational library.

The Iowa Skill and D.A.T. tests were scheduled for Nov. 9th so as soon as the material arrived I counted it out and distributed it to the classrooms. Each student had an ID card so it was necessary to explain this to the teacher. During the testing I provided additional supplies needed, answered questions, and arranged schedules for relieving teachers. When the tests were completed I collected the tests and the materials. Each test paper had to be checked for correct headings and student number. Then I followed through by calling the Board of Cooperative Services for pickup. Since then I have given individual tests to students absent when they were given in the classrooms, and all new students are given the Hermon-Nelson test their first day. These are scored and recorded in the students folder.

When the D.A.T. scores were returned I participated in classroom occupational guidance with the counselors. The Kuder Record was given and scored by the students. Profile sheets were made out for this and also for the D.A.T. This was followed by an explanation of the percentile scoring and what each part of the test means. A movie on "Choosing an Occupation" was also shown. The students then had a work sheet asking for their particular interests in four areas. Also to write a short composition on what they may have found out about themselves from the D.A.T. and Kuder. Some classes couldn't participate in this program so I checked on schedules and had these students come in during a free study hall period in groups of 10 or 12.

We are most fortunate to have a room large enough for an occupational information center with such materials as Chronicle Guidance File, occupational outlook handbook, career file, jr. occupational briefs, and many other sources of information. My desk is located here and supervision makes it possible for students to come in during study hall periods to read or use the film strip projector available to them. The maintenance of this occupational library facility has been the major responsibility related to my position this year. Organizing the library materials,

ordering and filing information and helping students find what they are looking for are all part of my duties. Another important activity in the library is the occupational program. Movies or film strips on occupations are shown about once every two weeks. Usually I show the same series for all 8 periods so that any student with a free study hall period can come and see it. This is voluntary to any student in 7th, 8th, or 9th grades.

I am constantly searching for new movies that will be of interest to the students and always preview any that I order. The audio-visual department has been a great help and I have spent some time there checking on material available for this and also learning how to use the projectors, etc.

Speakers are another part of the program. I contact companies or people in business to ask if they might be interested in talking to groups. Thus far there has been a representative of nursing and a C.P.A. who have visited us. This is also on a volunteer basis for students to come and talk with them. I find that more and more students are interested and enthusiastic about this and even come in to ask when there will be a program.

This spring, one of the counselors and I are working on a plan which I hopefully will have for the next school year. This is a yearly occupational exploration program composed of 8 programs a year, each one month in length. The first part of the month a movie would be shown, followed by a speaker around the middle of the month on the same occupation as the movie. From this the students can do individual research in the occupational library. We will try to cover a broad occupational area so that all students can see some place for themselves. Depending on the occupation, it may consist of alternate months for boys and girls.

The contents for presentations will be selected from major areas of expressed interest, as per classroom guidance inventories. We also would like to plan

group programs for 7th graders. The school and the schedule are new for them; and the counselors and I feel that by having group discussions we could help them to know just what they should expect and what is expected from them especially on work study and skills.

This year the students and teachers have been notified about our activities through announcements and also calls to the study halls. For next year we plan on setting up a monthly calendar to be placed on bulletin boards in the classrooms. This will allow the students to view any program which interests them.

Since we are one of the few schools that has the room available, the counselors and I feel that the opportunity of having the guidance library is extremely important — giving the students at Jr. High age a wide exploration of occupations, without the pressure which they will encounter when exposed to choosing an occupation later on in high school.

After listening to the counselor assistants relate their activities it seems almost unnecessary for me to tell you that they have been a real asset to our guidance programs. I have talked with the counselors of the three schools involved in this project and I know I can speak for all of them. The activities have varied with the needs of the school but in each case you will find the supervising counselors most enthusiastic.

Blanche emphasized her work with occupational information. Ella Mae explained her work with groups as a means of giving background information preceding their interviews with their counselors. Winnie talked about her work in the testing program; but all three participated in these activities and many more.

If you are concerned about their activities becoming those which should be carried out by professional counselors - relax! This need not be a problem - you need not feel threatened - as the distinction between professional and non-professional duties is determined by the supervising counselor.

I was a bit apprehensive about acting as supervisory counselor as it seemed like a momentous, time-consuming task to teach the procedures of the guidance department to someone who had never worked in a school situation.- much less a guidance office. However, the seminars at the U.of R. which the counselor assistants attended were so informative that with Jayne's guidance and assistance the girls were able to grasp an excellent understanding of the mechanics of our departments. Their knowledge of tests and occupational information would surprise many counselors. I need not have worried about time spent in instruction as very little has been required.-thanks to the U.of R. staff.

As a conscientious, hard-working guidance counselor what do you need more than anything else to improve your program? You have the background, the ideas, the counseling techniques, the professional materials to do a good job, but what

is holding you back? It's time, isn't it? Time to see your counselees, time to discuss problems with teachers, psychologists, etc, time to work out some of your new ideas, to do follow-ups, research projects, read professional journals - yes, and even time when you could close the door and think, organize, and plan.

Where are you going to find this time? We think we have taken a step toward easing this situation somewhat by adding the counselor assistant to our staff. In assuming many of the non-professional duties, she has given us more time for some of these activities mentioned on this inexhaustible list. It is hard for me to realize that I have actually seen my 8th grade counselees twice this year. Of course, this is a mere fraction of the time I would like to give them and which they deserve but it is definitely an improvement. There may be time yet this year to see some of the 7th graders for a second time.

How has the counselor assistant made it possible for us to have more time for students this year? One way has been to relieve the counselors of the mechanics of the testing program. The time involved in distribution, collection, and other administrative functions of testing has been used to continue interviews with students and parents without interruption.

The time which I had formerly spent in group guidance in the English classes was cut somewhat this year. One reason was that the teachers preferred to give me only 3 days of their class time rather than 5. Some of the work I had hoped to accomplish in the English classes was then presented to groups in the occupational library with the help of the counselor assistant. In this case the teachers also benefitted by having more class time. The counselor assistant was able to do some of this work and the counselors could be concerned with other professional activities. We hope to use these groups for information giving in the future.

At our school we have an occupational library of which we are very proud. However, it has not been possible to use this as it should be used until this year

with the coming of our counselor assistant. She not only supervises it but saves the the counselor's time by doing the filing and ordering of materials, giving instruction in the use of materials, and assisting both students and teachers in finding information. This is not just a time-saver but it is also making better use of our available facilities.

The non-professional jobs that the counselor assistant assumes are many and varied. Such things as lists of students for this purpose or that, checking schedules, planning groups according to study halls or occupational interest - are all time consuming, yet necessary, to the counselors. We need this information and we can make better use of it in the time we have been saved by having the assistant do this.

Last year three weeks of the counselor's time was practically worthless as she made it possible for the high school counselors to interview the 9th grade students. Planning appointments, checking recommendations, schedules, and tracking these students down did not leave any time for other counseling activities. This year all this was taken care of by the counselor assistant and the counseling proceeded as scheduled.

The addition of a counselor assistant not only saves the counselor's time for professional activities but makes possible innovations. We can plan activities we have never been able to consider before. We hope to be able to use films, filmstrips, community resources, field trips, and group guidance more than ever possible before so that our Junior High students can have a more complete picture of the world of work. This coupled with more and better individual counseling of students should make for a good Junior High program.